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ABSTRACT

School districts and community agencies located within Los Angeles County (California) were surveyed to determine the level of transition planning from school to the world of work and community living for "students at risk." Twenty-five school districts and 10 community agencies/private schools receiving supported employment funds are profiled in this document. A comparison matrix presents an overall view of the programs, separately for public school districts and private school/adult agencies. The matrix provides information on demographics, services, transition team operational procedures, team membership and selection, parent practices and procedures, systems planning, and subjective/objective evaluation. In addition, there is a narrative describing the unique features of each respondent, focusing on its referral procedures, transition team operation, parental involvement, agency referrals, and interagency collaboration. Appendices, which comprise over half of the volume, contain materials received from survey participants, including samples of questionnaires, progress reports, curriculum materials for teaching pre-employment skills training and community transition training, team action plans, community resource directories, and other items. (JDD)

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Collaborative Transition Planning Systems In Los Angeles County

Education Transition Center

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

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1988

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Collaborative Transition Planning Systems In Los Angeles County

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*Donna Palace

INTRODUCTION AND METHODOLOGY

INTRODUCTION

The Montebello Unified School District proposed to contact school districts and community agencies located within Los Angeles County in order to determine the level of transition planning for "students at risk" from school to the world of work and community living. "Students at risk" are those who experience barriers to succussful completion of school including individuals with exceptional needs." Our goal was to provide a systematic and practical means to compare and analyze transition systems currently operating within those geographical boundaries, and, with that information, develop an easy -to -use comparison matrix of those programs. The major goal of this project was to determine which school districts and community agencies have begun formal or informal programs for students that were at risk of not completing high school due to disabilities, or because they would drop out of school prior to graduation. Students targeted as "at risk" for this survey include students enrolled in special education classes, pregnant minors, youth offenders, potential drop-outs and alcohol/drug abusers.

Such "at risk" students have a statistically higher rate of unemployment (30-80%). Additionally, such students tend to be disenfranchised from their communities, and frequently become part of the welfare system or the criminal justice system.

The concept of transition is a fairly new one. In 1983, PL 98-199 was enacted as an amendment to PL 94-142. After the first decade of free appropriate eduction for all students in the least restrictive environment, there was a need to examine the quality of what had been accomplished. The findings indicated that although special education students were better students academically than before, they experienced difficulty upon leaving school, and often were not capable of finding and maintaining employment.

California has defined transition as a "purposeful, organized and outcome oriented process designed to help "at risk" students move from school to employment and a quality adult life." The emphasis is on outcome rather than on program or process.

California is unique in that it is considering asking the entire educational system to become more accountable through coopertive programs which serve all students when necessary, rather than concentrating only on a special few. Expected student outcomes of a successful transition are meaningful employment, and participation in the community, including living arrangements, social and recreational activities and on-going educational opportunities. Transition assumes that the California educational system is responsible for providing not only quality educational opportunities but also for coordinating with other service delivery systems, providing a broad array of services and activities to help the student move to a more successful adult life.

For a transition plan to be viable, there is a need for a cooperative, collaborative effort not only among school departments and programs, but among community agencies and adult service agencies as well. Giving up traditional ideas and traditional ownership of domain is necessary to obtain successful transition of all students 'at risk" to employment and quality adult life.

METHODOLOGY

Montebello initially looked for very basic information to indicate the exsistence of transition programs, including the exsistence of a transition team, its membership, operational procedures, and whether students, parents and employers are asked for evaluation and feedback. This initial survey was sent to 82 school districts in the county, eleven community based organizations that would be receiving supported employment funds, and two other agencies that were school related (Whittier Area Assessment Center and The City Program).

Of these initial surveys, an amazing 67 were returned.

We proceeded to contact these respondents in a number of ways. Personal contact at this point seemed important because many districts were unsure what would consitute a transition "program." We called and did telephone interviews, drove out for personal interviews and sent an additional questionnaire to all of the respondents who indicated some level of transition planning. From those who were mailed the additional questionnaire without any personal contact, the return was not as good as was hoped. Of those sent out, only 17 have been returned. A total of 25 school districts are represented in this document. Ten community agencies/private schools receiving supported employment funds are also profiled.

The data are presented in two ways. First, a matrixed chart presents an overall view of programs available within Los Angeles County. Charts are done separately for public school districts and private school/adult agencies. Secondly, there is a narrative describing the unique features of each respondent.

Since the concept of transition is a new one, we knew that many districts would be in only the very early stages of transition planning. We made the second contact with any respondent that indicated the exsistence of an informal plan or who indicated that their plan was only in the planning stages or 'in infancy". The second questionnaire/interview format was such that it gave a much more developed view of what services are in place and what areas districts would be working on in the coming year.

ETC GRANT MAILING LIST

	RESPONDED Y/N	HAVE PROGRAM Y/N	2ND Q Y/N
ABC UNIFIED	Y	Y	Y
ALHAMBRA CITY & HSD	Y	Y	Y
ANTELOPE VALLEY UHSD	Y	N	
ARCADIA USD	Y	N	
AZUSA USD		Y	Y
BALDWIN PARK USD	N	N	
BASSETT USD	Y	Y	Y
BELLFLOWER USD	Y	Y	Y
BEVERLY HILLS USD	Y	Y	Y
BONITA USD	Y	Y	Y
BURBANK USD	Y	Y	Y
CASTAIC USD	Y	N	
CENTINELA VALLEY USD			
CHARTER OAK USD	Y	N	
CLAREMONT USD	Y	Y	Y
COMPTON	Y		
COVINA-VALLEY	Y	Y	Y
CULVER CITY USD	Y	Y	
DOWNEY USD	Y	N	
DUARTE USD	Y	N	
EASTSIDE USD	Y	N	
EAST WHITTIER			
EL MONTE CITY USD	Y	N	
EL RANCHO	Y	Y	
EL SEGUNDO	Y	N	
GARVEY SD	Y	Y	Y
GLENDALE USD			
GLENDORA USD	Y	N	
GORMAN USD			
HACIENDA-LA PUENTE	Y	N	
HART UHSD	Y		
HAWTHORNE USD	Y	N	
HERMOSA BEACH SD			

HUGHES-ELIZABETH LAKE SD			
INGLEWOOD USD	Y	Y	
KEPPEL UNION SD	Y	N	
LA CANADA USD			
LANCASTER SD			
LAS VIRGENES USD	Y	INFORMAL	Y
LAWNDALE SD			
LENNOX SD			
LITTLE LAKE SD	Y	Y	
LONG BEACH USD	Y	N	
LOS ANGELES USD			Y
LOS ANGELES CO.	Y	Y	Y
LOS NIETOS SD	Y	N	
LOWELL JOINT SD	Y	N	
LYNWOOD USD			
MANHATTAN BEACH SD	Y	N	
MONROVIA USD			
MONTEBELLO USD	Y	Y	Y
MOUNTAIN VIEW SD	Y	N	
NEWHALL SD	Y	N	
NORWALK-LA MIRADA USD			
PALMDALE SD			
PALOS VERDES USD	Y	N	
PARAMOUNT USD	Y	Y	
PASADENA USD	Y	Y	
POMONA USD			
REDONDO BEACH SD	Y	N	
SO. CAL. ROPC	Y	Y	
ROSEMEAD SD	Y	N	
SAN GABRIEL SD			
SAN MARINO USD	Y	N	
SANTA MONICA-MALIBU USD	Y	Y	
SAUGUS USD			
SOLEDAD-AGUA DULCE USD	Y	N	
SOUTH BAY USD	Y	Y	
SOUTH PASADENA USD			
SOUTH WHITTIER SD	Y	N	
SULPHER SPRINGS USD			
TEMPLE CITY USD	Y	N	
TORRENCE USD	Y	Y	Y
VALLE LINDO SD	Y	N	
WALNUT VALLEY USD	Y	Y	Y

WEST COVINA USD			
WESTSIDE USD			
WHITTIER CITY SD	Y	N	
WHITTIER CO-OP	Y	Y	Y
WHITTIER USD	Y	Y	Y
WILSONA SD	N		
WISEBURN SD	N		

TIMELINE:

June 28th - Initial questionnaire sent to 82 school districts in Los Angeles County , 26 community based agencies receiving supported employment funds. (2 were private,non-public schools) One hundred and eight questionnaires were sent. Questionnaire was sent to district directors of special education, but was also openly addressed to vocational directors as well.

July 8th- Questionnaires began returning.

As a result of attending the Special Education Innovative Inservices on transition issues, it became evident that additional data were needed to give a clearer picture of transition in Los Angeles County.

July 13th- Follow-up phone calls and personal visits began to various schools and agencies who responded positively to having or beginning implementation of a transition plan. Additional information sought as to which populations are served, how students are identified, membership by title of transition teams, parent involvement, transition documentation, topics discussed during transition meeting, agencies or programs students referred to, where the leadership is coming from, collaborative planning boards and how established, most helpful element and greatest obstacle to transition planning.

Adult service provider program directors were asked many of the same questions, but were additionally asked which services they provided for clients (recreation/leisure, social relationships, residential options, etc.), types of jobs they prepare clients for, work options they offer, living arrangements and transportation of majority of clients. Also, we were interested to know if agencies were part of a collaborative interagency planning team or board and how those boards were initiated.

August- Visits continued as time permitted. Initial matrix assembled. Additional questionnaires were sent to those districts/agencies that are geographically distant and/or where there was not an availability to meet. Districts that were contacted by mail were encouraged to share the questionnaire with other personnel that might be involved with "at risk" populations particularly those with AB 65 sites. Community College Districts were contacted with hope that they could respond from their perspective. Time and space prohibited including them in this report.

To date, of 108 initial surveys sent, approximately 72 have responded. Of these approximately 50 districts have some type of formal or informal transition plan or are beginning to develop a plan.

Finished product consists of matrix done on a Macintosh with additional information in a narrative format.

SCHOOL DISTRICT QUESTIONNAIRE

EDUCATIONAL TRANSITION PLAN DOCUMENTATION QUESTIONNAIRE
ADULT SERVICE PROVIDERS

NAME OF AGENCY_____
ADDRES_____
CITY_____ZIP_____
NAME OF PERSON COMPLETING THIS QUESTIONNAIRE:
_____
TITLE_____

The State Dept. of Education defines transition as a purposeful and outcome-oriented process designed to help "at risk" students move from school to work and quality adult life. As adult providers, you can provide the services that will further integrate the student into community life.

1. What agencies or persons refer clients to you? (school districts, hospitals, regional center...)
   _____
   _____
   _____

2. How do you document service plans for you client's transition? (IEP,ITP,IPP...)_____
   _____
   _____

3. If you do, who is involved in preparing this plan?
   ___care provider ___parent ___teacher ___habilitation
   ___RC counselor ___client ____DR counselor counselor
   ___other_____
   _____
   _____

4. Which of these topics are discussed ?
   ___work options ____work training ___income related
   ___requirements for service ___residential options
   ___recreational options ____social relationships
   ___independence training
   ___other_____
   _____
   _____

5. Which of these services do you provide?
   _____
   _____
   _____

6. What types of jobs do you prepare your clients for?
   ___clerical ___janitorial ___laundry room
   ___food service ___gardening ___child care
   ___other_____
   _____

8. How are parents informed of the list of options available to their students? (many districts have developed a booklet that describes all the options open to students as they get ready to leave school including available college programs, work programs, skills training, etc. If your district has one of these, may we have a copy?

9. What issues are covered in transition planning meeting?
____work options ____income related issues
____work training ____requirements for service
____residential options ____recreational options
____social relationships ____independence training
____other_____
_____

10. How is action of the team documented? (notation on IEP, Individual Transition Plan, etc.

If you use an ITP, may we have a copy?

11. How often does team meet for each student?_____
_____

12. To what other agencies, programs are your students referred for services? ___Dept. of Rehab. ___Regional ___R.O.P. ___ J.T.P.A ___WorkAbility Center

13. What other adult service providers are your students referred to at the time of leaving school or graduation?
_____
_____

SYSTEMS PLANNING

1. Who or what has been most helpful in planning for your district's transition planning?_____
_____
_____

2. What has been the greatest obstacle to creating/carrying out planning? _____
_____
_____

3. Do you have a collaborative inter-agency advisory planning board? If yes, who are the members? (by title)
_____
_____
_____

4. How often does your advisory board meet?_____

5. Has your advisory board developed a needs assessment for your area?___yes___no If yes, may we have a copy?

6. Are local employers (or a representative such as Chamber of Commerce) part of your advisory board?___yes___no_____

_____

7. If you use an employer evaluation of your program or of individual students, may we have a copy?_____

_____

8. Are there any other aspects of your program that are unique that you would like to share or comments you would like to make regarding transition planning in your district_____

_____

_____

_____

SCHOOL DISTRICT MATRIX

GLOSSARY FOR TERMS USED IN MATRIX

1-12. Items are self explanatory

13. REGIONAL CENTER could mean individual counselor or REGIONAL CENTER in general.

14. DEPT. OF REHABILITATION could mean individual counselor or the DEPARTMENT OF REHABILIATION in general.

15. HABILITATION COUNSELOR or specialist is part of the Department of Rehabilitation. Habilitation counselor is assigned clients who will need long-term and on-going support to remain in the community and the workforce.

19. OTHER will be explained in the narrative for each usage.

20. WORK OPTIONS are those choices for how the student or client will work-for example, individual placement, workshop, work activity center, etc.

21. WORK TRAINING includes skill training required for specific types of jobs, and training and refining on the job behaviors.

22. RESIDENTIAL OPTIONS include any and all choices for the student/ client's living arrangements from independent living in an apartment, group home with independence training, living at home with parents, etc.

23. SOCIAL RELATIONSHIPS include sexual issues, making and keeping age-appropriate friends, etc.

24. REQUIREMENTS FOR SERVICE indicates the surveying of various programs and services available and what the requirements are to be eligible.

25. RECREATION includes all choices for recreation and leisure activities within the community. Community resources such as the YMCA, Parks and Recreation Programs, adult education programs, etc.

26. INDEPENDENCE TRAINING would cover all aspects of independent living such as self-care, paying bills and managing money, home care skills, transportation, etc.

27. INCOME ISSUES would relate to such issues as Social Security, SSDI, minimum wage, or any other issues that would be of financial concern to the family and client.

28. WORKABILITY I is a state grant project to assist school age students learn work behaviors and gain work experience with the assistance and supervision of school personnel.

29. JTPA is federal job training program. Can be a Summer Youth Program, or an ongoing program.

30. ROP-Regional Occupational Program is a job skill training program. Classes are run for a large variety of skills areas in various locations Classes are held during or after regular school hours.

31. OTHER ADULT AGENCY-Could be any other agency not previously mentioned and will be explained in the narrative for each usage.

OTHER TERMS USED IN NARRATIVE

ARC- Association of Retarded Citizens.

AB 65-Assembly Bill 65 addresses school drop out recovery.

QUESTIONS TO WHICH MATRIX WAS KEYED
SCHOOL DISTRICTS

MATRIX: DEMOGRAPHICS AND SERVICES
District has initiated transition planning/system
Number of students involved
Written procedures for system
Population served
How students are identified for services
At what age/grade are students identified

MATRIX: TEAM OPERATIONAL PROCEDURES
Issues covered during transition meetings
Method of documentation for planning
How often does team meet for each student
Other agencies student is referred

MATRIX: TEAM MEMBERSHIP AND SELECTION
District has a transition team
Are members appointed or volunteers
Do members have defined roles
Are written procedures available
Who are the members by title

MATRIX: PARENT PRACTICES AND PROCEDURES
How are parents involved in transition planning for their children
How are parents informed of the options available for their students

MATRIX: SYSTEMS PLANNING
Is district a member of interagency collaborative planning for transition
How often does interagency team meet
Has the team developed a needs assessment
Are local employers involved in interagency team
Who are members of interagency team, by title

MATRIX: SUBJECTIVE/OBJECTIVE EVALUATION
Does district have a program evaluation for employers
Do students evaluate district program
Do parents evaluate district program

SCHOOL DISTRICT MATRIX KEY

1-LEARNING DISABLED
2-SEVERELY HANDICAPPED
3-EMOTIONALLY DISTURBED
4-ORTHOPEDICALLY HANDICAPPED
5-COMMUNICATIVELY HANDICAPPED

6-YOUTH OFFENDER
7-POTENTIAL DROPOUT
8-ECONOMICALLY DISADV.
9-PREGNANT MINOR
10-MIGRANT

11-STUDENT
12-PARENT
13-REGIONAL CENTER
14-DEPT. OF REHAB.
15-HABILITATION
16-SPEC. ED. TEACHER

17-SCHOOL PSYCH.
18-VOC.ED.TEACHER
19-OTHER

20-WORK OPTIONS
21-WORK TRAINING
22-RESIDENTAL OPTIONS
23-SOCIAL RELATIONS
24-REQIREMENTS FOR SERVICE
25-RECREATIONAL OPTION
26-INDEPENDENCE TRAINING
27-INCOME ISSUES

28-WORKABILITY
29-JTPA
30-SCHOOL DISTRICT
31-ROP
32-OTHER AGENCY
33-EMPLOYERS

A-AGE
R-REFERRAL
S-ALL SPEC. ED. STUDENTS
P-ACADEMIC,ATTENDANCE
T-STUDENT STUDY TEAM

N/A-NOT APPLICABLE
N/AV-NOT AVAILABLE
W/H-WILL HAVE
I/P-IN PROGRESS
A/N-AS NEEDED

SCHOOL DISTRICT MATRIX KEY

1.	LEARNING DISABLED	11.	STUDENT
2.	SEVERELY HANDICAPPED	12.	PARENT
3.	EMOTIONALLY DISTURBED	13.	REGIONAL CENTER
4.	ORTHOPEDICALLY HANDICAPPED	14.	DEPT. OF REHAB.
5.	COMMUNICATIVELY HANDICAPPED	15.	HABILITATION
		16.	SPEC. ED. TEACHER
6.	YOUTH OFFENDER	17.	SCHOOL PSYCH.
7.	POTENTIAL DROPOUT	18.	VOC. ED. TEACHER
8.	ECONOMICALLY DISADV.	19.	OTHER
9.	PREGNANT MINOR		
10.	MIGRANT		
20.	WORK OPTIONS	28.	WORKABILITY
21.	WORK TRAINING	29.	JTPA
22.	RESIDENTAL OPTIONS	30.	SCHOOL DISTRICT
23.	SOCIAL RELATIONS	31.	ROP
24.	REQUIREMENTS FOR SERVICE	32.	OTHER AGENCY
25.	RECREATIONAL OPTION	33.	EMPLOYERS
26.	INDEPENDENCE TRAINING		
27.	INCOME ISSUES		
A	AGE	N/A	NOT APPLICABLE
R	REFERRAL	N/AV	NOT AVAILABLE
S	ALL SPEC. ED. STUDENTS	W/H	WILL HAVE
P	ACADEMIC,ATTENDANCE	I/P	IN PROGRESS
T	STUDENT STUDY TEAM	A/N	AS NEEDED

		Demographics and Services					
	Has Initiated	# of Students	Written Procedure	Population Served	How Identified	Age/Grade Identified	
School Districts							
ABC	Y	80	No	1-2-5-6-7-8-9	A	12th	
Alhambra	*	?	No	1-7-8-9-10	A,P,R	9th	
Azusa	Y	30	No	1-2-5-7	?	?	
Bassett	Y	25-35	Yes	1-2-4-6-7-8-9-10	S	9th	
Bellflower	Y	115	Yes	1-2-6-7-8-9	R	9th	
Beverly Hills	Y	?	No	1-2-3-7	S	9th	
Bonita	Y	20	No	1-7-8-9	P	10-12th	
Burbank	Y	110	No	?	?	?	
Claremont	Y	105	No	1-2-4-5-6-7	S	9th	
Covina Valley	Y	18	Yes	1-5-7-9	R	10th & 11th	
Garvey	Y	20	No	6-7-9	?	8th	
Inglewood	Y	3	?	?	?	?	
Las Virgenes	Y	8-10	No	1-2-5-7-8	A	11th	
LA County Office of Educatio	Y	1000	Yes	2	S	9th	
Montebello	Y	50	No	1-2-6-7-8-9	S	9th	
Paramount	Y	40	Yes	1-2	S	9th	
Pasadena	Y	30-40	Yes	?	?	?	
Rowland USD	Y	24	No	1-2-6-7-8-9	S	9th	
Santa Monica	Y	60	No	?	?	?	
South Bay	Y	40	Yes	1-2	?	9th	
The City: Glendale,	Y	480	Y	1-5	S	7th	
Burbank & La Canada							
Torrance	Y	?	Yes	1-2-7-9	S	8th	
Walnut Valley	Y	110	No	1-2-7	R	10th & 11th	
Whittier USD	Y	?	Yes	1-2-3-4-5	S,R	7th	

Key

A = age
P = academic/attendance
R = referral
S = all special education students
T = student study team

Team Membership & Selection					
	Transition Team	Appointed or Volunteered	Defined Roles	Written Procedures	Who are Members
School Districts					
ABC	Yes	V	Y	Y	11-12-13-14-18-19-21
Alhambra	No	?	NA	NA	?
Azusa	Yes	?	Y	NO	?
Bassett	?	?	?	Y	11-12-18-17
Bellflower	Yes	A	Y	Y	19
Beverly Hills	Yes	?	?	?	11-12-13-14-18-17-19
Bonita	Yes	A	I/P	I/P	12-13-14-18
Burbank	Yes	A	Y	Y	?
Claremont	Yes	A	Y	Y	11-12-13-14-15-18-19
Covina Valley	Yes	A	Y	Y	11-12-14-18-21
Culver City	?	?	?	?	?
Garvey	Student Staff	?	?	Y	12-17-19
Inglewood	Will Soon	A	NO	NO	?
Las Virgenes	Yes	AV	Y	NO	14-18-19-21
LA County Office of Education	Yes	A	Y	Y	11-12-13-14-15-18-19
Montebello	Will Soon	V	I/P	NO	11-12-13-14
Paramount	Yes	AV	Y	Y	11-12-14-18
Pasadena	Yes	?	Y	I/P	?
Rowland USD	Yes	V	Y	NO	11-12-18-19
Santa Monica	No	?	?	NO	NA
South Bay	Yes	A	Y	NO	?
The City: Glendale, Burbank & La Canada	Yes	?	Y	NO	11-12-13-14-18
Torrance	Yes	?	Y	Y	11-12-13-14-18-21
Walnut Valley	Yes	V	Y	Y	11-12-14-18-21
Whittier USD	Yes	?	?	?	11-12-13-14-18-19

Key

I/P = in progress
NA = not applicable or not available

	Team Operational Procedures			
			How Often	Agencies
	Issues	Method	Does Team	Student
	Covered in	of	Meet for Each	Referred
School Districts	Transition Mtg.	Documentation	Student	To
ABC	20-21-26	IEP	I/P	28 - 33
Alhambra	20-21-24-27	I/P	?	14-29-31
Azusa	20-21-24-26-27	?	?	?
Bassett	20-21-24-25	I/P	A/N	28 - 33
Bellflower	20-21	19	A/N	28 - 32
Beverly Hills	20-21-22-23-25-26	ITP	1X/YEAR	28 - 33
Bonita	20-21-23-24-26	I/P	2X/YEAR	28 - 33
Burbank	?	?	?	?
Claremont	20-21-22-23-24-26-27	IEP	1X/YEAR	28 - 32
Covina Valley	20-21-23-27	IEP	1X/YEAR	13-14-19-21-29
Culver City	?	?	?	?
Garvey	?	19	A/N	NA
Inglewood	?	?	?	?
Las Virgenes	20-21-24-26	IEP	2X/YEAR	28 - 33
LA County Office of Educ	20 - 27	IEP	1X/YEAR	28 - 33
Montebello	?	IEP	1X/YEAR	28 - 33
Paramount	20-21-23-24-26	IEP	1X/YEAR	28 - 31
Pasadena	?	?	?	?
Rowland USD	20-24-26-27	IEP	1X/YEAR	28 - 33
Santa Monica	?	?	?	?
South Bay	?	?	?	28 - 33
The City: Glendale,	20-21-24-25-26-27	IEP	1X/YEAR	13-14 AND 28 - 33
Burbank & La Canada				
Torrance	ALL	IEP	A/N	28 - 33
Walnut Valley	20-21-23-27	IEP	1X/YEAR	28 - 33
Whittier USD	ALL	IEP	2X/YEAR	28 - 33

Key

A/N = as needed
I/P = in progress

Parent Practices & Procedures		
	Parent Involvement	How Parents Are Informed of Options
School Districts		
ABC	See Narrative	Meeting
Alhambra	See Narrative	NA
Azusa	See Narrative	I/P
Bassett	See Narrative	Meeting
Bellflower	See Narrative	Meeting
Beverly Hills	See Narrative	Meeting
Bonita	See Narrative	I/P
Burbank	See Narrative	?
Claremont	See Narrative	Meeting
Covina Valley	See Narrative	Meeting
Culver City	See Narrative	?
Garvey	See Narrative	Meeting
Inglewood	See Narrative	?
Los Virgenes	See Narrative	Meeting
LA County Office of Education	See Narrative	Meeting
Montebello	See Narrative	Meeting
Paramount	See Narrative	Meeting
Pasadena	See Narrative	?
Rowland USD	See Narrative	I/P
Santa Monica	See Narrative	?
South Bay	See Narrative	?
The City: Glendale, Burbank & La Canada	See Narrative	IEP
Torrance	See Narrative	Meeting
Walnut Valley	See Narrative	Meeting
Whittier USD	See Narrative	IEP Handbook

	Systems Planning				
	Collaborative	Frequency	Team		Planning
	Inter-Agency	of	Developed	Local	Team
	Planning	Team	Needs	Employers	Members
School Districts	Team	Meetings	Assessment	Involved	Include
ABC	NO	1X/YEAR	NO	YES	SEE NARRATIVE
Alhambra	YES	2X/YEAR	NO	YES	SEE NARRATIVE
Azusa	No	N/A	N/A	W/B	SEE NARRATIVE
Bassett	NO	NA	?	NA	SEE NARRATIVE
Bellflower	YES	?	NO	YES	SEE NARRATIVE
Beverly Hills	YES	A/N	NO	NO	SEE NARRATIVE
Bonita	NO	1X/YEAR	NO	YES	SEE NARRATIVE
Burbank	?	?	?	?	SEE NARRATIVE
Claremont	NO	?	NO	YES	SEE NARRATIVE
Covina Valley	NO	NA	NO	YES	SEE NARRATIVE
Culver City	?	?	?	?	SEE NARRATIVE
Garvey	YES	1X/YEAR	YES	YES	SEE NARRATIVE
Inglewood	?	?	?	?	SEE NARRATIVE
Las Virgenes	NO	NA	NO	YES	SEE NARRATIVE
LA County Office of Education	YES	?	?	YES	SEE NARRATIVE
Montebello	NO	NA	NO	NA	SEE NARRATIVE
Paramount	NO	?	NO	NO	SEE NARRATIVE
Pasadena	?	?	?	?	SEE NARRATIVE
Rowland USD	Will Have	?	NO	WILL HAVE	SEE NARRATIVE
Santa Monica	?	?	?	?	SEE NARRATIVE
South Bay	YES	?	?	?	SEE NARRATIVE
The City: Glendale,	Yes	A/N	NO	YES	SEE NARRATIVE
Burbank & La Canada					
Torrance	YES	4X/YEAR	?	YES	SEE NARRATIVE
Walnut Valley	YES	2X/YEAR	NO	YES	SEE NARRATIVE
Whittier USD	Yes	2X/YEAR	NO	YES	SEE NARRATIVE

	Subjective/Objective Evaluation		
	Employer	Student	Parent
	Evaluation	Evaluation	Evaluation
	System	System	System
School Districts			
ABC	YES	YES	YES
Alhambra	?	?	NA
Azusa	Yes	?	NO
Bassett	I/P	YES	NO
Bellflower	YES	YES	YES
Beverly Hills	I/P	?	NO
Bonita	YES	YES	YES
Burbank	?	NA	NA
Claremont	NO	NO	NO
Covina Valley	YES	NO	NO
Culver City	?	?	?
Garvey	NA	YES	YES
Inglewood	?	NO	NO
Las Virgenes	NO	NO	NO
LA County Office of Education	YES	YES	NO
Montebello	YES	NO	NO
Paramount	NO	NO	NO
Pasadena	?	NO	NO
Rowland USD	No	NO	NO
Santa Monica	?	NO	NO
South Bay	?	NO	NO
The City: Glendale,	YES	YES	YES
Burbank & La Canada			
Torrance	?	?	?
Walnut Valley	YES	NO	NO
Whittier USD	Yes	YES	?

NARRATIVES

NARRATIVE DESCRIPTION OF DISTRICTS RESPONDING TO QUESTIONNAIRE/INTERVIEW

Presented in this section is a more comprehensive overview of the responding district's transition systems. This information was gained through a combination of personal interviews, telephone interviews, and written responses to our questionnaires. As in the matrix, districts are listed alphabetically. We have attempted to include as much information as was made available to us.

Because the concept of transition is such a recent phenomenon and because it requires revolutionary thinking, few districts in Los Angeles County reported a complete delivery system for all "at risk" students. Many districts have had success with their developmentally disabled and/or learning disabled students, but have fewer offerings for the total "at risk" population. Many districts have components of successful transition delivery systems such as a JTPA program or a WORKABILITY PROJECT, but they are just beginning to work out the logistics of a collaborative approach to moving students from school to successful community living.

Every district seems to interpret the concept of transition, and act on it according to its needs. For this reason, transition systems are very individualized depending on the district's socioeconomic make-up, their need and the personalities of those taking the district leadership roles. Many districts were looking for guidance on ways to effectively begin the planning process. It is hoped that this report can become a resource to those who are beginning transition systems planning.

ABC Unified School District
16700 Norwalk Blvd.
Cerritos, CA 90701
(213) 926-5566
Suzanne West
DIS Career Education Teacher
Project WorkAbility Director

INTRODUCTION: ABC Unified has a large, well established WorkAbility Project that seems to serve as a basis for the beginning of their transition system. ABC serves all the listed exceptionalities in the various aspects of their programs, which include vocational education and JTPA.

REFERRAL: Students are currently referred by special eduction teachers and DIS career education teacher. Focus has been on high school seniors, but for the 87-88 school year, ABC will "devise a transition plan that begins at the 8th grade level and serves as a beginning 'road map' for transition planning."

TRANSITION TEAM OPERATION: ABC plans to have a transition team for the 87-88 term that will consist of the student, parent, special education teacher, Regional Center and /or Rehabilitation counselors, and ROP staff. Additionally, they will include a special education administrator, work experience coordinator, JTPA representative, and the DIS Career Education Teacher.
Currently, ABC is working on their team's operational procedures as well as determining what format to use in documenting the team's actions. Frequency of team meetings for each student has not yet been determined. Transition meetings will cover work options and training, independence training, as well as residential and social relationship issues when necessary.

PARENTAL INVOLVEMENT: Suzanne reports that the district feels "that it is vital that parents be directly and intimately involved as well as the student. This why we'd like to start at the junior high level before the parents 'give up' or panic with their high school age student." LIFE AFTER GRADUATION, an evening panel of presentations is being planned for parents. An informational booklet for parents is also planned.

AGENCY REFERRALS: ABC utilizes a variety of other agencies in working with their students which include ROP, JTPA, WorkAbility, Department of Rehabilitation, Regional Center, ARC, Easter Seals Independent Living Program, and Projects with Industry.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: ABC does have an advisory board for their Work Experience Programs, such as WorkAbility and JTPA that has been helpful for program evaluation, but those boards may not be organized enough to implement changes and new programs. Employers are involved with this board, and they do have a system of evaluation for their WorkAbility Program.

ADDITIONAL INFORMATION: See Appendix for ABC's Project WorkAbility Training Input, Progress Report, and Parent Questionnaire.

Alhambra Unified School District
15 W. Alhambra Road
Alhambra, CA 91801
(818) 308-2210
Jean Turner, Administrator
Practical Arts and Vocational Education

INTRODUCTION: Alhambra Unified School District has a variety of programs to meet a variety of their students' needs. They are currently serving their learning handicapped, pregnant minor, migrant, economically disadvantaged and potential dropout populations.

REFERRAL: Students are initially identified in the 9th grade with emphasis given to students when they reach the 11th grade or 16 years of age. Students are identified for eligibility by certain programs such as ESEA Chapter 1, Special Education, pregnant minor program, and JTPA. Additionally, students who fit the profile of a potential dropout, who have poor school attendance, or attend continuation high school, are also eligible for services.

TRANSITION TEAM OPERATION: Alhambra has no transition team in place, nor is one planned at this time. However, they do discuss the issues of work options, work training, income related issues, and requirements for service with their students.

PARENTAL INVOLVEMENT: None at this time.

AGENCY REFERRALS: Students are referred to these adult service providers: Adult Education, GAIN, Community Colleges, and Adult JTPA.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Alhambra utilizes a District Vocational Education Advisory Council which includes the business community, ROP, EDD, and students. This council meets twice a year.

ADDITIONAL COMMENTS: Jean Turner, the Vocational Education Administrator states, "We are willing to share ideas with others-I don't know that we are unique, nor are we a real transition program except in relation to the goals of other programs."

Azusa Unified School District
Box 500
Azusa, CA 91702
(818) 967-6211 ex. 240
Bonnie Blum, Director
Pupil Personnel Services

INTRODUCTION: Azusa Unified School District is currently serving their special education population which includes learning, severely, and communicatively handicapped as well as their potential drop outs. Azusa has a WorkAbility Project, and is an AB 65 Drop-out Recovery Site.

REFERRAL: Students are identified as early as 9th grade to 12th grade through the IEP process and the AB 65 drop-out program.

TRANSITION TEAM: Azusa will have a transition team beginning soon. They anticipate the team's membership to be student, parent, special education teacher, Regional Center or Rehabilitation counselor, Habilitation counselor, with others as appropriate. They do not as yet have written procedures for their team, nor have they determined what format to use in documenting their team's action. Transition issues to be covered are work options and training, income related issues, requirements for service, and independence training.

PARENTAL INVOLVEMENT: Parents will be involved in every way that the district can encourage them to be.

AGENCY REFERRALS: Information not given.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: An interagency collaborative board is not yet established.

Bassett Unified School District
755 N. Ardilla
La Puente, CA 91746
(818) 918-3131 ex. 345
Marc Franco, Project Director
Job Links

INTRODUCTION: The Bassett Unified School District has some well developed programs for a variety of "at risk" students. Target populations include learning, severely, orthopedically handicapped students, migrant, pregnant minors, economically disadvantaged, youth offenders, and potential dropouts. The district special education department provides pre-employment training through a four year curriculum. Topics covered in these classes include behavioral, independence, and skill issues. The adult school provides remedial academics and vocational education. WorkAbility and the JOB LINKS Program provide off-campus work experience and follow-along services.

REFERRAL: Special education students are targeted beginning in the 9th grade and are required to take one sememster of a career eduction class each year. Students also receive career counseling and assessment through the JOB LINKS Program.

TRANSITION TEAM OPERATION: Bassett maintains an informal transition team whose membership varies according to the student's need. Team membership would include student, parent, special education teacher, and school psychologist. Team meets as necessary for each student. At this time the written procedures and the ITP were in the development process and were not available. Topics generally covered at a transition meeting include work options and training, requirements for service and income only as it relates to minimum wage. Other topic areas such as independence training and social relationships are covered as part of the required career class.

PARENTAL INVOLVEMENT: In this district there is a certain amount of resistance from the parents to become involved with school or community agencies. Parents often will not take the responsibility to follow through and expect the school to assume total responsibility for a student's transition. The parents are notified of their student's participation in WorkAbility and JOB LINKS. Additionally, the district sponsors three parent open houses per year, each with a particular theme.

AGENCY REFERRALS: Bassett refers students to a variety of other agencies depending on the student's needs. Other agencies include ROP, Social Welfare, JTPA Exemplary Youth , Department of Rehabilitation, Regional Center, Valley Vocational School, adult school, and local workshops.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Bassett does not have a formal transition team but through Marc Franco and the JOB LINKS Program, various agencies maintain regular contact with and input to the program. The business community is a very integral part of the network. Marc is developing a program evaluation for employers.

ADDITIONAL COMMENTS: This past year was the first year of significant change for the Bassett District. Marc found that the change was almost overwhelming for teachers, students, and parents.

Bellflower Unified School District
16703 S. Clark Ave.
Bellflower, CA 90706
(213) 866-9011
Milt Wilson, Coordinator
Vocational Education, ROP, GAIN

INTRODUCTION: Bellflower Unified has some innovative programs of long standing for their students "at risk". They currently serve learning handicapped, and a few severely handicapped students, as well as pregnant minors, economically disadvantaged, youth offenders, and potential drop-outs. Bellflower has a dropout recovery program (AB 65), and a program for single parents that includes infant care, and training in child care and development. A program called "Corridors" is for ex-offenders.

REFERRAL: Bellflower begins to identify students with potential problems as early as the ninth grade. Information is sent to parents beginning in the tenth grade and students become actively involved in the 11th grade. Students are identified in a variety of ways; teacher, parent, counselor referral, recruitment announcements, newsletters, and occasionally self-referrals.

TRANSITION TEAM OPERATION: A transition team exists and is made up of two job developers, intake specialist, and a special job counselor. The team is centrally located at district office and has the ability to make home visits to out of school students when necessary. There is no formal ITP document. Instead, the counselor maintains a contact log for each student which includes a vocational and educational plan. A job training plan is developed for students participating in off campus work experience. These are discussed with the employers who helps the student work on their goals. A certificate of recognition is given to the student upon completion of their goals.

PARENTAL INVOLVEMENT: Bellflower has the common problem of not nearly enough parental involvement. This does vary however. Much contact is done by telephone. Parents will come in for meetings for their children, but are much less interested in program development. During parent meetings, various programs and student objectives are discussed. Staff from various programs will act as facilitators to help remove the barriers to the students employment, but the student's job is to get a job. Counselors help students to remediate their problems and stay very involved to keep students on the job.

AGENCY REFERRALS: Many other agencies are used as referrals for Bellflower students such as ROP, JTPA, WorkAbility, the Department of Rehabilitation, and occasionally Regional Center. Additionally, HELPLINE, EDD, and Cerritos Community College are used.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Bellflower has had a RAVE council for many years. RAVE is the Regional Articulation and Vocational Council. Its members include Cerritos Community College, ROP, representatives from private and public schools. Occasionally, a union representative has been included.

Beverly Hills Unified School District
255 S. Laskey Dr.
Beverly Hills, CA 90212
(213) 277-5500
Dr. Nancy Wolf, Director
Pupil Personnel Services

INTRODUCTION: Beverly Hills is currently providing services for their learning and severely handicapped students, severely emotionally disturbed, mentally ill, and potential drop-out populations. Beverly Hills has a strong WorkAbility Project and is in the process of developing their transition delivery system.

REFERRAL: Referral begins in the 9th grade for all students in special class. Resource Specialist students who have poor class grades and poor attendance records are eligible as are regular students experiencing the same difficulties.

TRANSITION TEAM OPERATION: A transition team made up of parents, student, special education and vocational education teachers, program specialist, school psychologist,and counselors from Regional Center or the Department of Rehabilitation will meet once a year for each student unless needed more frequently. Issues to be covered will include work options and training, residential and recreational options, social relationships and independence training. An ITP and team procedural plan is to be printed for the 1987-88 school year.

PARENTAL INVOLVEMENT: Parents will be required to sign the transition plan during the IEP meeting. Students, parents and educator's responsibilities will be clearly spelled out at this time. Parents will be invited to a 9th grade orientation meeting to familiarize them with the concept of transition.

AGENCY REFERRALS: Beverly Hills uses several sources for additional services for their students such as ROP, WorkAbility, Regional Center, Department of Rehabilitation, and the junior college system.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Beverly Hills is part of the Tri-City Consortium whose directors meet with SELPA directors and other agencies. The group meets on an as needed basis.

ADDITIONAL COMMENTS: Beverly Hills is "still in the beginning stages. By next August we should know where we need to expand and the agency assistance necessary."

Bonita Unified School District
115 W. Allen Ave.
San Dimas, CA 91773
(714) 599-6787
Marty Cavanaugh
Exceptional Pupil Services Specialist

INTRODUCTION: Bonita Unified School District is working with their learning handicapped, pregnant minor, potential drop out and economically disadvantaged students through the combined efforts of Special Education, WorkAbility, and Vocational Education.

REFERRAL: Referral begins at the 10th grade or between the ages of 16 to 18. Students are identified for services by academic performance, school attendance, and assessment.

TRANSITION TEAM OPERATION: Bonita will begin a transition team whose members will include parent, student, Special Education teacher, and Regional Center or Rehabilitation counselors. At this time no written team procedure is available. The team will meet at least 3 times per year. Items covered in a team meeting will be work options and training, social relationships, requirements for service, and independence training. An ITP is in the development phase.

PARENTAL INVOLVEMENT: Bonita will this year establish a Parent/Community Advisory Board. This body will coordinate between the business community, parents, and post-secondary colleges to provide opportunities for student participation.

AGENCY REFERRALS: Students in the district are referred to ROP, JTPA, Work-Ability, Regional Center, Department of Rehabilitation and the community colleges.

SYSTEMS PLANNING

INTERAGENCY COLABORATION: Parent/Community Advisory Board mentioned above is being developed to serve the need for interagency planning. The board will meet monthly.

ADDITIONAL COMMENTS: "We are beginning to get it off the ground and would appreciate your assistance and the results of study."

Burbank Unified School District
330 North Buena Vista Street
Burbank, CA 91505
(818) 846-7121
Fred Lilly, Director
Special Programs

INTRODUCTION: Burbank Unified reports that they have a partial transition program for their "at risk" students. This program provides added counseling services. An employment component is not yet included. Burbank is also part of the SELPA that receives services through THE CITY PROGRAM.

REFERRAL: Information not available.

TRANSITION TEAM OPERATION: Burbank has written procedures for their transition team and its members have defined roles and responsibilities. Members are appointed.

PARENTAL INVOLVEMENT: Information not available.

AGENCY REFERRALS: Information not available.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: See The CITY

The CITY Program
1700 E. Mountain St.
Glendale, Ca 91206
(818) 246-2489
Larry Naeve, Director

INTRODUCTION: The CITY program is a comprehensive job referral agency serving the La Canada, Glendale, Burbank SELPA.

The CITY uses many different methods to reach their at risk population and serve all Special Education categories, as well as consulting to the continuation high school program in Glendale. Because the districts are diverse, each district is dealt with in a somewhat individual manner. Each of the six high schools have a site coordinator who work closely with Larry and for the '87-88 school year plans are to have a job developer who will work with all six site coordinators.

The CITY uses a variety of methods and structures to deal with all the Special Education categories including a community classroom based at Glendale High School. This summer they ran a program which included junior high school Special Education students. This summer session included employment skills and jobs.

REFERRAL: Referral is through the Special Education teachers and the site coordinators, and begins at the secondary level. Students begin with volunteer work before they are old enough for paid employment.

TRANSITION TEAM OPERATION: Transition team members vary depending on the need of the student. Parents, student, Special Education teacher are always involved. Regional Center or Department of Rehabilitation counselors are also included as appropriate. Documentation is on the IEP form or the IPP for Regional Center clients. Topics include all but residential placement; parents take responsibility for that.

PARENTAL INVOLVEMENT: Parents are an active and vital part of planning for the student's future. the CITY has found over the years that the sooner the parent is brought in and the difficult issues are opened for long-term planning, problems are alleviated. Parents help with travel training and reinforce the concept of the importance of work. For clients with severe disabilities, staff will often work in the home with the parents to work on behavior management.

AGENCY REFERRAL: Other agencies referred to include Adult Education, ROP, WorkAbility, JTPA, and Rehabilitation and Regional Center.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Program evaluation is ongoing and is done depending on the length of employment-but usually every 2-3 months for the employees, quarterly for the program. A client update is also done quarterly and includes skills update.

The CITY is working on collecting data in a number of different areas including market research on what it would take to involve businesses that have not previously been involved with the disabled. They will be doing some work on a co-worker attitude survey, and on what employers hire the disabled, and what their experience was prior to hiring disabled employees.

See the appendix for brochure.

Claremont Unified School District
2080 Mountain Ave.
Claremont, CA 91711
(714) 624-9041
Arnold Bloom
Principal

INTRODUCTION: Claremont Unified is currently working with their learning handicapped, severely, communicatively and orthopedically handicapped students. Youth offenders, potential drop outs and continuation students also qualify for services. Claremont also has a well established and very successful WorkAbility Project.

REFERRAL: Referrals are made through the IEP team process and service can begin at age 14 for students in the 9th grade.

TRANSITION TEAM OPERATION: A transition team is established, although a written description is not available at this time. Members include student, parent, Special Education teacher, Regional Center or Rehabilitation counselor, school psychologist, instructional aide, program specialist, and site principal. Issues covered are work options, work training, income related issues, requirements for service, social relationships, independence training, and occasionally residential options. Some of these issues, and others like social relationships are covered in the classroom. Currently, team action is documented on the IEP, but the district is moving towards incorporating an ITP component.

PARENTAL INVOLVEMENT: Parents attend meetings, and lettters are sent to the families of potential graduates. Like many other districts, Claremont is looking for a process to bring parents to take the major responsibility for the transition process.

AGENCY REFERRAL: Claremont refers to ROP, JTPA, Regional Center and Department of Rehabilitation, Adult School, WorkAbility, Mt. San Antonio and Citrus Community Colleges.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: WorkAbility and transition planning have had a team approach in Claremont. Through WorkAbility, a very close relationship has been developed with the business community, the local chamber of commerce and Kiwanas Club. Although there are no formal meetings, the communication is firmly established. The local community has been very responsive to students in Claremont's program.

ADDITIONAL COMMENTS: Claremont has a dedicated group working on this project. Claremont has also started alternative graduation standards and sees that this has really been a positive move.

Covina-Valley Unified School District
519 East Badillo St.
Covina, CA 91723
(818) 881-8871 ex. 234
Jack Dyer, Director
Pupil Personnel Services

INTRODUCTION: Covina-Valley is serving their learning, severely, and communicatively handicapped students as well as their potential drop outs.

REFERRAL: Students are identified for services by counselors, teachers and school psychologists in the 10th and 11th grades.

TRANSITION TEAM OPERATION: A transition team consisting of student, parent, Special Education, Department of Rehabilitation counselor and ROP staff meet yearly for each student. Team action is documented on the IEP. Issues covered include work options and training, social relationships, and income related issues.

PARENTAL INVOLVEMENT: Parents are involved in the planning meeting.

AGENCY REFERRALS: Covina-Valley refers students to ROP, JTPA, Regional Center, and Department of Rehabilitation. Also, to community colleges, work training programs, and Valley Vocational Center.

INTERAGENCY COLLABORATION: Covina-Valley does not at this time have an interagency planning board.

ADDITIONAL INFORMATION: See appendix for employer evaluation and pre-employment skills training packet.

The Garvey School District
2730 North Del Mar Ave.
Rosemead, CA 91770
(213) 573-5820
Marcel Soriano, Director
Pupil Personnel Servies

INTRODUCTION: The Garvey School District was the only elementary district that responded positively to having a transition program.
They are in the second year of a grant to work with their high risk youth with assistance from Almansor Education Center . They will begin to work with the 6th graders ,as well as their 7th and 8th graders this year. The Resoruce Specialist Model was used and selected teachers received training to work in a counseling capacity. Teachers are also hired as 'home teacher' for after school sessions. Currently, they are piloting at three schools; 1 intermediate and 2 elementary schools.

REFERRAL: Students are identified by recommendation of teachers and come before the Child Study Team. Generally, students have had some contact with law enforcement, have a high absentee rate, have been suspended, and exhibit low self-esteem.

TRANSITION TEAM OPERATION: The Child Study Team operates as the transition team and its members are an administrator, school psychologist, teacher providing counseling, regular classroom teacher, and parent. They are using the SERN model for study teams as their written description, as well as the documentation. Every member receives a copy and monitors progress with it.

PARENT INVOLVEMENT: Parents are a vital part of this program. Parents are trained to work with their students in any way necessary, which could include very practical training such as discipline. Each student's learning style is evaluated and parents learn ways to enhance this. Parents learn to be advocates for their children.

AGENCY REFERRALS: Garvey has developed a resource directory of community services for their community.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Garvey's collaborative interagency planning board will go across their 15 district SELPA.

The board will be sponsored by one of the local hospitals and will include local law enforcement officials, child protection agencies, SARB representatives and members of the business community. Board will meet once a month. Garvey district will use needs assessments already available for their district with their collaborative board.

ADDITIONAL COMMENTS: Documents are contained in the appendix.

Garvey is in the process of contracting with the County of Los Angeles and California State University, Los Angeles Diagnostic School to open a satellite clinic in the community. This would increase and enhance the services already available.

Inglewood Unified School District
401 So. Inglewood
Inglewood, CA 90301
(213) 419-2500 ex. 249
Dennis Carter
Coordinator

INTRODUCTION: Inglewood Unified School District reports that their transition program is in its infancy.

REFERRAL: Information is not available at this time.

TRANSITION TEAM OPERATION: Team members are appointed. No written procedures are available at this time.

PARENTAL INVOLVEMENT: Parents are not currently involved.

AGENCY REFERRAL: Information is not available at this time.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Information is not available at this time.

ADDITIONAL INFORMATION: Information is not available at this time.

Las Virgenes Unified School District
30961 Agoura Rd., #100
Westlake Village, CA 91361
(818) 889-4804
Donald W. Kobabe, Director
Special Pupil Services

INTRODUCTION: Las Virgenes School District reports an informal transition service system. Currently they serve learning, severely, and communicatively handicapped, economically disadvantaged, and potential drop out students.

REFERRAL: Students are identified at the end of the 11th grade through a "staffing-type" meeting at each high school.

TRANSITION TEAM OPERATION: A transition team exists and is composed of Special Education teacher, Department of Rehabilitation counselor, ROP staff, director and program specialist. No written description is available at this time. Typical topics covered during a transition meeting include work options and training, requirements for service, and independence training. Action is noted in IEP meetings to ensure parent participation.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: No real collaborative interagency board exists although Las Virgenes receives help from their SELPA for JTPA and WorkAbility. They also have a Vocational Advisory Board, this includes local employers.

ADDITIONAL COMMENTS: Transition is "a big problem for us and a long neglected area for which we still lack adequate resources and sufficient manpower to do the job."

Los Angeles County Office of Education
9300 E. Imperial Hwy.
Downey, CA 90242
(213) 803-8329
Dr. Don Griffin
Consultant

INTRODUCTION: Los Angeles County Office of Education runs various programs with SELPAs throughout the County. This report was given for the severely handicapped population only. Although Los Angeles County has had a very large and successful career-vocational program for severely handicapped students for several years, their transition program is only in the pilot stage. Students range in the age from 16-22 years and live in a variety of settings from home with parent, to nursing care facility or board and care home. Students use a variety of modes of transportation from bicycles to walking.

REFERRAL: Students are referred to the County program by staff members of referring school districts.

TRANSITION TEAM OPERATION: A team approach is used and student, parent, care provider, teacher, Regional Center counselor, and rehabilitation counselor are involved. A Life Plan inventory is filled out for each student by their parents and teacher when the child is 13 or 14 years old. The inventory is then turned into a Life Plan that is used in designing the student's school program for the next four to eight years. This document stands with the IEP and is updated annually.
Issues discussed in creating a plan for students include work options, income issues, financial planning, recreation options, personal independence, support agency availability, residence options, social relationships, transportation plans, and community independence issues.

PARENT INVOLVEMENT: Parents are very involved in the Life Plan inventory and are considered partners with school district.

SYSTEMS PLANNING

INTERAGENCY COLLABORATIVE PLANNING BOARD: A collaborative board with school district/SELPA personnel and Regional Center personnel exists.

ADDITIONAL INFORMATION : See Appendix for brochure.

Los Angeles Unified School District
Senior High School Division
644 W. 17th Street
Los Angeles, CA 90015
Pat Patterson
Special Education Services Unit

INTRODUCTION: Los Angeles USD is working on a pilot transition program for their ER and MH students which will have the major components of most formal transition systems.

REFERRAL: Not specifically stated, but it is assumed that all students that are in ER/MR classes will qualify.

TRANSITION TEAM: Transition team will meet with the IEPT to discuss transition issues that have been predetermined. Any of the team members can be responsible for implementation of the goals, which could include vocational, recreation/leisure, domestic, or community goals.
Team members could be parent/guardian/care provider, an administrator, or designee, teacher, Regional Center representative, student, as a core team. Additionally, VEHA teacher, nurse, psychologist, Department of Rehabilitation representatives, could be invited. ITP and IEP will stress completion of goals in a natural setting.

PARENTAL INVOLVEMENT: Parents will be required to prepare for the meeting by completing a questionnaire on transition issues. Parents will also be involved in the meeting and will assist in goal completion.

AGENCY REFERRAL: Information not available.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Specific information not available.

Montebello Unified School District
123 S. Montebello Blvd.
Montebello, CA 90640
(213) 728-1940 ex. 6643
Bill Whitmore, Coordinator, Vocational Education
Chuck Norton, Principal, Alternative Programs

INTRODUCTION: Montebello does not currently have a formalized transition program, but does provide a variety of services for learning and severely handicapped, pregnant minor, economically disadvantaged, and potential dropouts. Montebello has a WorkAbility Project and is an AB 65 dropout recovery site.

REFERRAL: Students are identified by counselors or teachers or are sometimes self-referrals. Special Education students are referred for WorkAbility through their teachers. Service for WorkAbility begins at age 16, for JTPA age 14.

TRANSITION TEAM OPERATION: No plans have been made for a district-wide transition team, however, IEPs have been slightly amended to include some transition items. Initial items to be covered will be work options, independence training and recreational options. Rehabilitation works very closely with the Special Education staff and Regional Center is beginning to become involved through their new school age unit. Close communication among the different programs exists and the Alternative Program, JTPA, Vocational Education, and WorkAbility staff work cooperatively.

PARENTAL INVOLVEMENT: It is the policy of Montebello Unified to involve parents to the fullest extent. Parents are not always as willing to be involved. A parent evening is being planned as a pilot with our severely handicapped students.

AGENCY REFERRALS: Students from Montebello are referred to a number of local agencies including, ROP, JTPA, WorkAbility, Rehabilitation, Regional Center, Adult School, and the community colleges.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: The Vocational Education department of the district is represented on a number of local councils including the Industrial Council, Vocational Education Advisory Committee. Special Education is represented by the local Community Advisory Committee. This year we will be looking at how to best combine the resources we currently have to develop a transition team.

ADDITIONAL COMMENTS: Montebello is just beginning to look at ways to formally combine the numerous resources we have to put together a well articulated transition system for our diverse student population.

Paramount Unified School District
15110 S. California Ave.
Paramount, CA 90723
(213) 602-6043
Don L. Jones, Director
Vocational Education

INTRODUCTION: Referral begins in the 9th grade and students are all classified as special education.

TRANSITION TEAM OPERATION: A transition team consisting of student, parent, special education teacher and department of Vocational Rehabilitation counselor meet yearly to discuss issues including work options and training, social relationships, requirements for service, and independence training. Action of the team in noted on the IEP.

AGENCY REFERRALS: Students are referred to ROP and WorkAbility.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: At this time Paramount does not have an interagency planning team.

Pasadena Unified School District
351 S. Hudson
Pasadena, CA 91109
(818) 795-6981
Jane Stone, Director
Student Service, Special Education

INTRODUCTION: Pasadena Unified School District's transition program is run through WorkAbility and Vocational Education program. Program is only one year old and procedures are still being worked on.

REFERRAL: Not available

TRANSITION TEAM OPERATION: Team members are basic IEP team members plus WorkAbility staff. Written operational procedures are being developed.

PARENTAL INVOLVEMENT: Parents are a vital part of the transition planning, but are not presently being asked to evaluate the program.

AGENCY REFERRAL: Not available

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Not available

ADDITIONAL COMMENTS: Additional information not available at this time.

Rowland Unified School District
1830 Nogales Street
Rowland Heights, CA 91748
(818) 965-2541
Dot Morris
Special Education/Vocational Education

INTRODUCTION: Rowland Unified is just beginning to address the transition issue this year. They are providing services to their learning and severely handicapped, pregnant minors, economically disadvantaged, youth offenders, and potential dropout students.

REFERRAL: Teachers begin to target students whom they suspect might experience barriers to school completion and future employment as early as the 7th grade, although services begin in the 9th grade. The district is in the process of writing a new curriculum for k-12 with an emphasis on vocational education. Assessment will be written in beginning in the 9th grade.

TRANSITION OPERATION: Rowland will have a transition team/IEPT for the 87-88 school year that will consist of student, parent, and Vocational Education counselor. Rehabiliation Counselor will attend when necessary. Issues covered will include work training, income related issues, requirements for service, and independence. Rowland will be developing an ITP form.

PARENTAL INVOLVEMENT: Parents have previously been involved through the IEP process. This year with transition Rowland will make an effort to involve parents even more, especially in the 9th grade year. It is hoped that this will help parents prepare for what is ahead for them and their children. Rowland is also in the process of developing a resource guide for parents.

OTHER AGENCY REFERRALS: Rowland refers to adult school, Valley Vocational School, sheltered workshops, JTPA, WorkAbility,. Regional Center and WorkAbility II in Hacienda-La Puente.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Rowland is not currently part of an interagency team, but this will be a priority for this year. Employers will be included as the team is developed.

Santa Monica-Malibu Unified School District
1651 16th Street
Santa Monica, CA 90405
(213) 450-8338
Tim McNulty
Supervisor, Special Education

INTRODUCTION: Only initial questionnaire information available for narrative.

REFERRAL: Information not available.

TRANSITION TEAM OPERATION: Members of transition team are appointed but at this time their roles are not clearly defined.

PARENTAL INVOLVEMENT: Parents are involved. They are not asked to provide written evaluations at this time.

AGENCY REFERRAL: Information not available.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Information not available at this time.

ADDITIONAL COMMENTS: None

South Bay Union High School District
200 N. Pacific Coast Highway
Redondo Beach, CA 90277
(213) 318-7387
Deanne Clark
Coordinator of Special Education

INTRODUCTION: South Bay Union High School District has developed a transition system as part of a SELPA class or through the adult school.

REFERRAL: Through the IEP process.

TRANSITION TEAM OPERATION: Transition team concept is being tightened at this time. Operation procedures are not available at this time.

PARENTAL INVOLVEMENT: Parents are not as active as the district would like as they have difficulty getting parents involved.

OTHER AGENCY REFERRAL: Agency referrals include Southern California Regional Occupational Program, and WorkAbility.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Additional information not available at this time.

ADDITIONAL INFORMATION: District draft in appendix.

Torrance Unified School District
2335 Plaza Del Amo
Torrance, CA 90509
(213) 533-4291
Nancy Weichsel, Program Specialist

INTRODUCTION: Torrance Unified School District is one of few districts in Southern California to have a cooperative Agreement with the Department of Rehabilitation. The Department of Rehabilitation provides the district 2 full-time counselors for their students. Currently, the district is serving their learning and severely handicapped students. Also, their pregnant minors are served in a program with Los Angeles County. Torrance has a Special Education Extended Campus program for the 11th and 12th grade special education potential dropouts. This program provides counseling with the Department of Rehabilitation counselor, job training, placement, and supervision. The students meet with their teacher and aide in a community site for 1 1/2 hours per day then the students has a very individualized program which could include a 3 hour ROP class or a class at the continuation high school and finally a 3 hour job. Torrance also has a TRANSITION CLASS for 18-22 SH students to learn independence in the community.

REFERRAL: Students are identified through the IEP team and service can begin as early as the 9th grade.

TRANSITION TEAM OPERATION: A team consisting of the parent, student, program specialist, administrative designee, Regional Center or Rehabilitation counselor, Southern California ROP tutor meets to complete the IEP. (sometimes a private therapist will be asked by the parent) Torrance uses a very detailed IEP form that details the team action. TUSD does a staffing 3-4 times per year to pre-assess the need of various students and to assure the appropriateness of referrals to certain agencies prior to discussing the options with parents during IEPs. Topics covered during IEPs can include work options and training, residential and recreational options, income related issues, independence training, and social relationships. As many of these as necessary can be covered during the IEP meeting.

PARENTAL INVOLVEMENT: Parents are involved in the IEP process. Parents become more involved with the emphasis on transition as the student gets older.

AGENCY REFERRALS: Torrance maintains a variety of agencies to whom they refer students including JTPA, ROP, Regional Center, Rehabilitation, and Social Vocational Services.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Torrance has had an informal committee which met to discuss individual student's needs. They will be forming Career/Vocational Task Force for the Southwest SELPA.

ADDITIONAL COMMENTS: Torrance Program Specialist Nancy Weichsel has been a member of a Federal Committee on transition. Brochures and samples in Appendix.

Walnut Unified School District
880 South Lemon
Walnut, CA 91789
(714) 595-1261
Gail Sinclair, WorkAbility Director

INTRODUCTION: Walnut Valley Unified School District's program serves their special education and potential dropout population.

REFERRAL: Teachers refer students to program and the Director of WorkAbility meets with all eligible students.

TRANSITION TEAM OPERATION: Transition team members include the student, parent, Rehabilitation Counselor, Special Education teacher, and ROP staff. Action is documented and training, social relationships and independence training. Team meets once per year for the IEP.

PARENTAL INVOLVEMENT: Parents are involved through participation on an advisory committee.

AGENCY REFERRALS: Additional adult service providers that students are referred to include ROP, WorkAbility, Regional Center, and Rehabilitation and "Project Turnaround."

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Walnut has developed a needs assessment through VERS and has assembled a collaborative team consisting of the Director of Education, ROP, Rehabilitation counselor, WorkAbility Director, and job developer. Employers are also involved. The team meets twice a year.

ADDITIONAL COMMENTS: "We have developed a newsletter and are very involved with the Chamber of Commerce in Walnut and Diamond Bar as we work together to assist with the Adopt a School Program. We hope to extend the transitioning program to the continuation school."

Whittier Union High School District
Career Assessment and Placement Center
9401 S. Painter Avenue
Whittier, California
Dan Hulbert
Rehabilitation Services Administrator

INTRODUCTION: Whittier Union High School District has a long standing and excellent record of providing career assessment, training, and placement for special education students. Their program is based at the Career Assessment and Placement Center (CAPC) and provides services to the eight school districts comprising the Whittier Area Cooperative Special Education Program. These districts include East Whittier City School District, El Rancho Unified School District, Little Lake School District, Los Nietos School District, Lowell Joint School District, South Whittier School District, and Whittier Unified School District.

Services are provided for learning and severely handicapped, mentally ill, communicatively handicapped, severely emotionally disturbed, and orthopedically handicappped.

REFERRAL: Students are referred through the IEP process and begin to be identified at the junior high school level.

TRANSITION TEAM OPERATION: Team members include student, parent, special edcuation teacher, Regional Center or Rehabilitation Counselor, as appropriate, CAPC staff- Vocational Coordinator, Transition Specialist, Vocational Specialist, and Job Developer/Placement Specialist. Transition issues that are covered during a meeting include work and training options, income related issues, residential, social and recreational issues, requirements for service and independence training. Action is noted on the IEP. Team meets at least bi-annually for each student.

PARENTAL INVOLVEMENT: Parents are involved through the IEP process and through continuous communication between school staff (teachers, vocational education staff) and home. A community resource booklet is given to all special education students.

OBSERVATION

OBSERVATIONS

LEADERS IN TRANSITION

MUSD was interested to know which district divisions or departments were taking the lead in developing transition programs. Additionally, we wanted to know the obstacles to transition planning and what has been most helpful for those districts already working in transition. To this end we posed the following questions:

Answers are given randomly and in direct quote when possible.

"What person , division, or agency has taken the leadership in planning for transition for 'at risk' students?

- Special education with Vocational Education becoming involved in the 87-88 year
- WorkAbility, Special Education Director
- Special education
- Special education, high school counseling department
- Special education, vocational education, WorkAbility
- Pupil personnel services
- Director of Special Pupil Services, Assistant Superintendent of Education, Special Education Program Specialist
- Vocational Education Coordinator
- Career Assessment and Placement Services
- Practical Arts and Vocational Education
- Student services/special education
- Joint coordination between special education and vocational education
- Special education
- Director Vocational Education
- Special Education
- Special Education office
- Special Education, Work Experience, Pupil Personnel, Department of Rehabilitation and County Work Consortium

"What have been the greatest obstacles to creating/carrying out planning?

- Changing teacher focus
- Close-minded parents
- Uninvolved, timid parents who, due to their culture would not ask for or expect help
- Lack of time
- Prevailing, established attitudes
- Parental pressure to place all students in a 4 year UC system regardless of student's ability. Many meetings are needed to move them to explore other options that are more appropriate
- Time, lack of staff
- Getting people together
- Parental reluctance at times
- Funding
- Getting commitment from administrators to assist in developing a district-wide transition advisory committee
- Overload in Special Education-not enough support staff to cover areas of responsibility
- The limit of our imagination, how receptive we are to the needs of our community, parents and students and our own ability to meet those needs
- We still don't know how to effectively involve parents so that they are genuinely part of the process, or, how to strike a balance between the school doing everything and the parent not participating
- Our ability to communicate what needs to be done to staff, parents and decision makers and their ability to commit to the change that is necessary
- Time and funding
- Time. Not having guidelines, samples to look at. Our district is committed but there is a great deal of time involved learning about agencies, etc. The never-ending problem of funding
- Certificated supervision and follow through

"Who or what has been most helpful in planning for your district's transition planning?"

- Our liaison to the Department of Rehabilitation
- SELPA Vocational Education Committee
- WorkAbility directors
- Vocational Education-Special Education
- Support from state and other districts in planning
- VERS team
- Department of Rehabilitation
- Special Education Innovative Inservices on Transition
- Having a staff person identified as one being responsible; and coordination/communication with adult providers
- Division meetings
- Learning from other districts, being able to "pick peoples brains" about what is working
- WorkAbility staff
- Having a team to work with made up of special education and WorkAbility people
- County office, WorkAbility staff
- Administration in special education, program specialist, working with work experience personnel

ADULT AGENCIES/PRIVATE SCHOOLS RECEIVING SUPPORTED EMPLOYMENT

SUPPORTED EMPLOYMENT RECIPIENTS/ADULT PROVIDERS/ PRIVATE SCHOOLS

Twenty-four adult providers receiving supported employment funds were sent questionnaires. The response was not as complete as with the school districts, possibly because the adult providers are not as far along in their planning as are the school districts.

Two agencies that were also sent questionnaires were private schools that are receiving supported employment.

A slightly different questionnaire was used with the adult agencies.

ADULT PROVIDER	REMODIFIED	HAVE PROGRAM	INQ
ALMANSOR EDUCATION CENTER	Y	Y	Y
ARC LONG BEACH, HILLSIDE ENT.	N		
ARC, SOUTHEAST	Y	N	
BUILD REHABILITATION INDUSTRIES	N		
CASA COLINA	Y	N	
CITY PROGRAM	Y	Y	N
COMMUNITY REHABILITATION INDUSTRIES	Y	N	
COMMUNITY REHAB. TRAINING CTR	Y	Y	
COMMUNITY SKILLS TRAINING CTR	Y	N	
DANIEL FREEMA	Y	INFORMAL	
EASTER SEAL LIVING SKILL CTR. LOS ANGELES	Y	Y	
EASTER SEAL LIVING SKILL CTR. HERMOSA BEACH	Y	Y	
EASTER SEAL LIVING SKILL CTR. CERRITOS			
ESCALON, INC.	Y	Y	Y
EXCEPTIONAL CHILLDRENS FOUNDATION			
GOODWILL INDUSTRIES	Y	N	
HARBOR FOUNDATION	Y	N	
MERCI			

PAR SERVICES			
PENN REHABLITATION			
SAN GABRIEL VALLEY TRAINING	Y	Y	
VALLEY LIGHT INDUSTRIES	Y	N	
INNOVATIVE REHAB. SER. VOCATIONAL IMPROVEMENT PROGRAM			
WHITTIER CAREER AND PLACEMENT CTR.	Y	Y	Y
WORK TRAINING PROGRAM			
THE CITY PROGRAM	Y	Y	Y

QUESTIONNAIRE: ADULT AGENCIES/NON-PUBLIC SCHOOLS

EDUCATIONAL TRANSITION PLAN DOCUMENTATION QUESTIONNAIRE
ADULT SERVICE PROVIDERS

NAME OF AGENCY_____
ADDRES_____
CITY_____ZIP_____
NAME OF PERSON COMPLETING THIS QUESTIONNAIRE:
_____
TITLE_____

The State Dept. of Education defines transition as a purposeful and outcome-oriented process designed to help "at risk" students move from school to work and quality adult life. As adult providers, you can provide the services that will futher integrate the student into community life.

1. What agencies or persons refer clients to you? (school districts, hospitals, regional center...)
   _____
   _____
   _____

2. How do you document service plans for you client's transition? (IEP,ITP,IPP...)_____
   _____
   _____

3. If you do, who is involved in preparing this plan?
   ___care provider ___parent ___teacher ___habilitation
   ___RC counselor ___client ____DR counselor counselor
   ___other_____
   _____
   _____

4. Which of these topics are discussed ?
   ___work options ____work training ___income related
   ___requirements for service ___residential options
   ___recreational options ____social relationships
   ___independence training
   ___other_____
   _____
   _____

5. Which of these services do you provide?
   _____
   _____
   _____

6. What types of jobs do you prepare your clients for?
   ___clerical ___janitorial ___laundry room
   ___food service ___gardening ___child care
   ___other_____
   _____

7. What work options do you offer?
___DATC/WAC ___segregated work industrial/WAC ___work crew
___segregated work reverse integration ___voc. training/ integrated ___integrated work/indus setting
___other_____

_____
_____

8. Who are some of the local employers used?
_____
_____
_____

9. What are the living arrangements for most of your clients
___home with parent ___board & care ___hospital
___group home with independence training ___apartment
___other_____
_____
_____

10. Is your agency involved with placement for living arrangements?____yes___no If yes, in what way_____
_____
_____
_____

11. What social activities do your clients participate in? Are these integrated into the community? ___yes___no
_____
_____
_____

12. Are you involved in providing these? ___yes___no_____
_____
_____

13. What methods of transportation do your clients use to get to work and community activities?_____
_____

14. Are you a part of an inter-agency collaborative planning team for transition/supported life?___yes ___no___

15. How was this team/council put together?
___school district/SELPA ___Regional Center
___Developmental Disabilities Board ___other_____
_____
_____

16. What other information can you provide so that we can give an accurate picture of your organization?

ADULT/NON-PUBLIC SCHOOLS

MATRICES

QUESTIONS TO WHICH MATRIX WAS KEYED
ADULT AGENCIES/NON-PUBLIC SCHOOLS

MATRIX: DEMOGRAPHICS AND SERVICES
Agency has initiated transition planning
Number of students/clients involved
Written brochure is available
Population served
Other agencies student/clients referred to
At what age does program begin service

MATRIX: PROGRAM OPERATIONS
What types of job training is offered
What work setting options are offered
What are living arrangements for the majority of students/clients
What other agencies are students/clients referred to
Is agency part of a collaborative interagency planning team
How is interagency team orgranized

MATRIX: TRANSITION TEAM PROCEDURES AND OPERATIONS
Agency has transition team
Members of transition team by title
Team has written procedural description
Method of documentation for team action
Topics discussed during transition meetings
Services provided by agency

MATRIX: PARENT INVOLVEMENT
Are parents involved in transtition planning for their children

MATRIX: SUBJECTIVE/OBJECTIVE EVALUATIONS
Are local employers involved with transition planning
Are local employers asked to evaluate program performance
Are students asked to evaluate program performance
Are parents asked to evaluate program performance

ADULT SERVICES MATRIX KEY

1-LEARNING DISABLED
2-SEVERELY HANDICAPPED
3-EMOTIONALLY DISTURBED
4-ORTHOPEDICALLY HANDICAPPED
5-COMMUNICATIVELY HANDICAPPED

6-YOUTH OFFENDER
7-POTENTIAL DROPOUT
8-ECONOMICALLY DISADVANTAGED
9-PREGNANT MINOR
10-MIGRANT

11-STUDENT/CLIENT
12-PARENT
13-REGIONAL CENTER
14-DEPT. OF REHABILITATION
15-HABILITATION COUNSELOR
16-SPECIAL EDUCATION TEACHER
17-SCHOOL PSYCHOLOGIST
18-VOCATIONAL EDUCATION TEACHER
19-OTHER

20-WORK OPTIONS
21-WORK TRAINING
22-RESIDENTIAL OPTION
23-SOCIAL RELATIONS
24-REQUIRE FOR SERVICE
25-RECREATION
26-INDEPENDENCE TRAIN
27-INCOME ISSUES

28-WORKABILITY
29-JTPA
30-SCHOOL DISTRICT
31-ROP
32-OTHER ADULT AGENCY
33-EMPLOYER/BUSINESS

34-CLERICAL
35-FOOD SERVICE
36-JANITORIAL
37-GARDENING
38-LAUNDRY
39-CHILD CARE
40-INDIVIDUAL PLACE
41-DATC/WAC
42-WORK CREW
43-SEGREGATED WORK

44-HOME WITH PARENTS
45-GROUP HOME
46-BOARD & CARE
47-HOSPITAL
48-APARTMENT

49-SCHOOL DISTRICT/SELPA
50-DEVELOPMENTAL DISABILITIES BOARD

A-AGE
R-REFERRAL
S-ALL SPECIAL EDUCATION STUDENTS
P-ACADEMIC, ATTENDANCE
T-STUDENT STUDY TEAM

W/H WILL HAVE
I/P IN PROGRESS
A/N AS NEEDED
N/A NOT APPLICABLE

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	Organization and Services			Key Points Between Agencies			
	Has Activities	Has a Website	Written Brochure	Description Server	Agreement Between VA and Facility	Type Shared Space	Method of Identification
Key Points Between and Agencies							
Alternative Dispute Center	Yes	Yes	Yes	[illegible]	[illegible]	Yes	Y
Career Counseling Placement Center	Yes	Yes	Yes	Y	Y	Both	Y
Tax Help Program	Yes	Yes	Yes	[illegible]	Y	Website	Y
Community Outreach	Yes	Y	No	Y	Y	Both	Y
CARTS Transitional Support Services	Yes	Y	No	Y	Y	Both	Y
Rapid Rail Network	Yes	Y	No	Y	[illegible]	Both	Y
Rapid Rail Network Board	Yes	Yes	Yes	Y	[illegible]	Both	Y
Express	Yes	[illegible]	Yes	[illegible]	N	Website	Y
Rail Service Valley Training Center	Yes	Yes	Yes	[illegible]	[illegible]	Y Both	Y
VR Inc.	Yes	Y	Yes	Y	Y	Both	Y

[illegible]

PARENT INVOLVEMENT	
Non-Public Schools	Parent Involvement
and Agencies	
Alternative Education	Yes
Center	
Career Education	Yes
Placement Center	
The City Program	Yes
Community Industries	Yes
CETI Productions	N/A
Support Services	
Career Seal	Yes
Burbank	
Career Seal	Yes
Glendale Branch	
Canoga	Yes
San Gabriel Valley	Yes
Training Center	
UIT, Inc.	Yes

	Level			
	Employers	Employer	Students	Parents
Non-Public Schools and Agencies	Involved	Explanation	Explanation	Explanation
Employer Education Center	Will Have	Will Have	Will Have	Will Have
Career Education Placement Center	N/A	N/A	N/A	N/A
Trip City Program	Yes	Yes	Yes	Yes
Community Instructors	No	No	No	No
CETA Productions Support Services	Yes	Yes	If	If
Career Fest Workshop	No	No	Yes	Yes
Career Fest Workshop	N/A	No	No	No
Convention	No	No	No	No
Non Cabrini Valley Training Center	No	Yes	No	No
VIP Inc.	N/A	Yes	No	No

NARRATIVES

Almansor Education Center
9 1/2 Almansor St.
Alhambra, CA 91801
(818) 282-6194
Nancy Lavelle, Ph.D.
Executive Director

INTRODUCTION: Almansor Education Center serves children, youth, and adults with learning disabilities. Their day school program serves children aged 2 1/2 to 18, as well as young adults who require pre-vocational and independent living skills training. Specific populations include mentally ill, economically disadvantaged, and potential dropouts. Almansor is involved with an A.B. 90 after school progam in conjunction with Garvey School District. In addition, Almansor offers small group and individualized related services including counseling, speech and language therapy, adaptive physical education, vocational counseling, and educational therapy. The Community Services Program offers a variety of assessment, intervention, and referral services to children, youth adults and families "at risk". Many of the same components and, also family counseling, movement and recreational therapy, and parent training. The Almansor Supported Employment component is just coming in line so job types were not determined for adult clients. Students work on campus doing maintenance and custodial tasks. Almansor refers students and adult clients to San Gabriel Valley Training for extensive skill training.

REFERRAL: Almansor receives referrals from 25 school districts, three Supervisorial districts, Probation Departments of Los Angeles, Riverside and San Diego Counties, the Department of Mental Health, Regional Centers, Department of Rehabilitation, the Department of Children's Services, and many private facilities and practitioners in the San Gabriel Valley.

TRANSITION TEAM OPERATION: The Regional Center IPP format is used and IEP goals are in line with IPP goals. Team members include student, parent, teacher, program specialist, habilitation counselor (for adult clients), Regional Center counselor. Issues include all listed, as well as medical issues. Almansor provides independent living skills, personal counseling, recreation therapy, leisure skills, mobility training, consumer skills, conflict resolution, pre-vocational skills and personal planning.

PARENT INVOLVEMENT: Although there is no support group for Almansor parents are involved and very helpful with the program.

AGENCY REFERRALS: Students are referred to ROP and JTPA in their home school districts.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Almansor is active on a board with Regional Center, the Department of Rehabilitation, the local Developmental Disabilities Area Board, and MERCI Supported Employers Task Force.

ADDITIONAL COMMENTS: Almansor is involved in a follow-up study. See appendix for additional information.

The CITY Program
1700 E. Mountain St.
Glendale, CA 91206
(818) 246-2489
Larry Naeve, Director

INTRODUCTION: The CITY program is a comprehensive job referral agency serving adult clients through supported employment. Their adult program is not restricted by the boundries of the SELPA and they have received referrals from Los Angeles and the San Fernando Valley. The CITY adult component began in November with an initial 24 placements. The CITY philosophy emphasizes creating the opportunity to work rather than on providing services to develop skills. Clients are prepared for a variety of different jobs , mainly in the service area, which include food preparation, clerical, general maintenance, gas attendant, mechanics assistant.

Placements have been individual, but work crews will be established with the assistance of Department of Rehabilitation.

REFERRAL: Clients are primarily referred through Regional Center.

TRANSITION TEAM OPERATION: A transition team of client, parent, teacher, and Regional Center counselor prepares an ITP which is just beginning to be requested by school psychologists for the SH population. The ITP is reviewed with the IEP. Topics include work options, work training, recreational options, independence training, residential options, and income related issues. Because parents are becoming involved earlier, they are beginning to request plans for their student/client to work toward independent living. The CITY will now be vendorized by Regional Center to provide independent living skills.

PARENTAL INVOLVEMENT: The sooner parents are given options for their children, the sooner difficult issues are discussed the better. Parents of younger adults, or clients who have just graduated tend to be more involved.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: The CITY is represented by Larry Naeve on a number of boards. Same for school district.

ADDITIONAL INFORMATION: See School District Appendix for additional information.

Career Assessment and Placement Center
Whittier Union High School District
9401 S. Painter Ave.
Dan Hulbert
Rehabilitation Services Administrator

INTRODUCTION: The Career Assessment and Placement Center (CAPC) has been working with adult clients and will be receiving supported employment funds. Their program is of long standing and is very well developed.
Clients live in a variety of settings including at home with parents, in group homes with independence training, board and care homes and apartments. Clients move about the community by public transportation, walking or riding bicycles. Social activities are integrated and depend on the client's interests.
Clients are prepared for a variety of work placements depending on the clients' interest, including clerical, food service, janitorial, gardening, laundry room function, and child care.
CAPC provides work crews, vocational training in an integrated setting, and integrated work in an industrial setting.

REFERRAL: Adult clients are referred primarily through the East Los Angeles office of Regional Center.

TRANSITION TEAM OPERATION: A transition team is comprised of client, parent, care provider (as appropriate), Regional Center counselor, Supported Work Project Specialist, and a Job Devleopment/Placement Specialist, as appropriate. Issues covered in a typical planning meeting include work options and training, recreational options, income related issues, residential issues, social relationships, and independence training. The CAPC refers clients for residential placement and provides for all other issues. Team action is documented on the IPP, the Individual Program Plan used by Regional Center.

PARENTAL INVOLVEMENT: Adult program. Parents are involved when appropriate.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION PLANNING BOARD: CAPC is part of a collaborative planning board with the local school district/SELPA, Regional Center and the Developmental Disabilities Board.

ADDITIONAL INFORMATION: See appendix for additional information.

Community Industries
3530 Pomona Blvd.
Pomona, CA 91768
(714) 595-1221 ex. 2177
Richard Carlson, Director
Vocational Education

INTRODUCTION: Community Industries (formerly Community Skills Training Center) works with developmentally disabled adults. They have currently served 7 clients. Most clients are residents of Lanterman State Hospital. Clients are prepared for janitorial, gardening and packaging jobs in work crews, segregated work settings, integrated industrial settings, and integrated vocational training programs. Clients get around the community by RTD and "Get-A-Bout".

REFERRAL: Referral is through Regional Center.

TRANSITION TEAM OPERATION: Community Industries has a transition team consisting of care provider or floor supervisor, parent, client, and Department of Rehabilitation counselor. Members do have defined roles and responsibilities, but a written description is not available at this time. Issues covered are work training and social relationships. Community Industries provides work training. Social activities are provided through rehabilitation therapy for Lanterman State Hospital residents and through the care provider for community residents.

AGENCY REFERRALS: N/A

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Community Industries is not currently involved with any collaborative planning board.

CRTC Production Support Services
1030 E. Cypress
Covina, CA 91724
(818) 966-4438
Becky Tsching
Director

INTRODUCTION: CRTC has just started this year in developing a transitional program. Their program served 10 clients this year.

REFERRAL: Information is not available.

TRANSITION TEAM OPERATION: CRTC is in the process of developing a transition team, its operational procedures, and a description of its members roles and responsibilities.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Information is not available.

Easter Seal Society
290 E. Alameda St., #102
Burbank, CA 91502
(818) 848-5999
Linda Reisbord, Director
Program Services

INTRODUCTION: There are four locations for Easter Seal Society programs offering services for the unmet needs of people with disabilities. Employment Specialist Services is one example of these services. The Burbank office serves 12 clients in this capacity. The other Easter Seal locations offer similar programs.

Placements are individual and are in job areas chosen by skill level rather than by type of work. Jobs include clerical, food service, janitorial, laundry room, child care, and gardening.
Most clients live at home with parents.

REFERRAL: Referral is through Regional Center and the Department of Rehabilitation.

TRANSITION TEAM OPERATION: A transition team consisting of client, parent, care proivder, Regional Center or Rehabilitation counselor discuss work options, and training, recreational options, independence and bus mobility training, residential options, income related issues, and social relationships. Team action is documented on the IPP. Easter Seals can provide independence training, social relationship training and bus mobility training.

PARENTAL INVOLVEMENT: Information is not available.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Easter Seals is part of an interagency collaborative planning board that is put together with the Developmental Disabilities Board and Regional Center.

ADDITIONAL INFORMATION: Easter Seals will consult with districts and programs to facilitate transition. See appendix for brochure and th address of the other Easter Seals offices.

Escalon, Inc.
536 E. Mendocino St.
Altadena, CA 91001
(818) 798-0744
Stephen Bostwick
Assistant Director of Children Services

INTRODUCTION: Escalon's Childrens Services include a non-public school, a private customized educational program, counseling, speech therapy, and diagnostic services. Escalon's Adult Services offer activity center and living skills programs for moderately to severely developmentally disabled adults. A supported employment component came on line on January 30th. Escalon services students and adult clients who fall in the learninng disabled, mentally handicapped, severely emotionally disturbed, and youth offender categories. Some youth offenders are also on probation or are participating in drug rehabilitation. "JOB PLUS" is Escalon's supported employment program. Most adult clients live at home with their parents with a few living in board and care homes.

REFERRAL: Transition is the goal of all students at Escalon. During the student's last two years efforts are intensified.

TRANSITION TEAM OPERATION: A transition team exists for students that consists of student, parent, Special Education teacher, Regional Center counselor, and social workers, and where appropriate Los Angeles Unified School District vocational education staff will proivde vocational assessment and may attend the meeting. For adult clients the transition team will additionally have the supported employment project director on the team. Issues covered include work training, requirements for service, recreational options, independence training, income issues when appropriate for referral, and residential options when available. Team action is documented on the IEP.

Escalon will do travel training, living skills and/or work training.
Referral to JOB PLUS will be made when appropriate. The RTD is utilized for transportation to work sites.
Students participate in work crew type activities on campus or in individual placement.

Adults are individually placed in such jobs as food service, clerical, gardening, manufacturing, packaging, automotive, messenger service, child care, warehouse, photocopying, mail room, janitorial, and parking lot attendant.

PARENT INVOLVEMENT: Parents do participate in many aspects of their student's program. Parents are asked to participate on a 1 to 1 basis. Parents often help with travel training.

AGENCY REFERRALS: Students are referred to their home district's ROP classes, and the Mayor's Committee JTPA in Los Angeles. For social activies Escalon refers to YMCA and Boy's Club. Regional Center clients participate in social activities at the L.L. Frank Center for the Developmentally Disabled.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: At this time Escalon is not part of an interagency collaborative board or team.

ADDITIONAL INFORMATION: See Escalon's JOB PLUS brochure.

San Gabriel Valley Training Center
400 S. Covina Blvd.
La Puente, CA 91746
(818) 968-8479
Pamela Hayes
Director of Rehabilitation Services

INTRODUCTION: San Gabriel Valley Training Center serves all disabilities with long term training programs which include job training and placement. Their programs are available in English, Spanish and sign language. They work with clients from age 16 and up. Many of their clients come for work evaluations. SGVTC is receiving AB 3018 funds for supported employment, and as of late July 1987, had placed 24 clients.

Clients are prepared for a variety of positions with include food service, environmental services, computer entry, computer operator and clerical, electronic assembly and technology, or production and packaging.

SGVTC provides segregated work for some clients. Supported employment clients are individually placed.

Clients are mostly independent although some live with parents and some live in board and care facilities.

REFERRAL: SGVTC receives its referrals from a variety of sources including Regional Center, Department of Rehabilitation, JTPA, and walk-ins. They also work with many industrial injury rehabilitation clients.

TRANSITION TEAM OPERATION: A transition team of client, Regional Center and/or Department of Rehabilitation counselor, SGVTC counselors, and instructor from training class meets for each client. Parents are invited, and when appropriated care providers are also present. Transition plans take the form of an Individual Habilitation Plan (IHC) or an Individual Rehabilitation Plan (IRP). Only the vocational training and program goals are discussed during the course of these meetings.

INTERAGENCY COLLABORATION: SGVTC maintains an extensive file of local agencies including mental health, substance abuse, and state and local agencies. There is no formal board, but individual contact is kept with consultants from these and other agencies.

VIP Inc.
120 W. Bonita. Suite 207
San Dimas, CA 91773
(714) 599-7270
Susan Scruggs
Director

INTRODUCTION: VIP reports that they are just trying to get a transition system from school to work. Susan answered questions that applied when VIP takes a client coming from a school program.

VIP has served 75 clients.

REFERRAL: Information is not available.

TRANSITION TEAM OPERATION: A team exists, it has written procedures, defined roles and responsibilities. It was not available at this time.

PARENTAL INVOLVEMENT: Parents are involved but additional information was not available.

SYSTEMS PLANNING

INTERAGENCY COLLABORATION: Information is not available.

CONCLUSION

Montebello Unified undertook this project with the intent of determining which districts in our local area were in the forefront of transition planning. We also wanted to know the most effective methods for organizing parents, and outside agencies. Another goal of the project was to identify the services that would be available to our students through the adult agencies in our area when they leave the school district. We have learned a great deal by this study, and feel that it will be of assistance to other districts as they develop their own system for transition.

One of the most encouraging things we found is that we are not alone in our quest. All of the people who responded to our questionnaires and interviews were more than generous in sharing their time, their knowledge, and their enthusiasm with us. We are confident that all the districts in Los Angeles County will use this report as a resource to research transition projects, and for contacting districts with needs similar to their own.

It should also be noted that we are aware that there are many exciting programs being run by school districts, private schools and adult agencies that are not represented. There were some agencies and districts that did not respond despite our efforts to contact. Also, this study gives only a brief overview of the districts and agencies that reported.

Because this study was the first attempt to document transition in Los Angeles County, this was the first attempt to establish a network of districts specifically addressing this issue of transition. Another study at a later date would be more complete as districts and agencies become not only more sophisticated with the concept of systems planning, but as they develop their interagency teams.

The concept of transition is a dynamic one, one that will surely continue to evolve in the coming years.

We encourage any district or agency to contact Montebello Unified School District for assistance or if they have any further questions.

APPENDIX:

SCHOOL DISTRICTS

ABC UNIFIED SCHOOL DISTRICT
PROJECT WORKABILITY
TRAINING INPUT
PROGRESS REPORT
PARENT QUESTIONNAIRE

APPENDIX:

SCHOOL

Agency

Sample

Project Work Ability

Training Input

Name _____ Date _____

Below are the subjects which we cover in our special education classrooms and in our Project Work Ability classes to get students ready for the work world.

1. Please rate each subject using the following rating scale:
   1 = extremely important in the work world
   2 = important in the work world
   3 = moderately important in the work world

2. In the right hand column marked ✓ check any subject you would want emphasized more next year based on your experiences with students this year.

SUBJECTS	RATING	✓
1. Communication Skills:		
Greetings		
Introducing Others		
Phone Skills - taking messages/asking for information		
Conversation Skills		
Talking about self/How to sell yourself		
Asking questions		
2. Self Image/Self Esteem		
3. Career Interest Surveys/Work Interest Inventories		
4. Job Research/Interviewing Others About Jobs		
5. Want Ads - How to read and use		
6. Application Skills/Letters of Application		
7. Resumes		
8. Job Interview Skills		
9. Grooming/Personal Hygiene		
10. Money Skills - giving change		
11. Banking Skills		
12. Time Cards - How to read and keep track of work time		
13. Marine Time		
14. Deductions/Tax Forms		
15. Different Types of Bosses - How to respond		
16. Problem Solving on the Job - What if _____		
17. Accepting Constructive Criticism		
18. Following Directions		

Please list other subjects you would like to see covered:

_____

_____

_____

_____

_____

Comments: _____

_____

_____

PROJECT WORK ABILITY

Progress Report - Employee Evaluation

Sample

EMPLOYEE_____ PAY PERIOD_____

INSTRUCTIONS: Please evaluate the Project Work Ability employee for each item listed below. The evaluation will be on a scale of 1 to 5 except in the case of absences. Please do include remarks, as they further assist us in evaluating the employee's progress.

1-Excellent 2-Good 3-Average 4-Needs to Improve 5-Poor

Rating	Items
_____	Responsibility - Reports promptly and follows directions.
_____	Performance - Demonstrates skill and accuracy.
_____	Cooperation - Gets along well with supervisor and fellow workers.
_____	Initiative - Works with minimum supervision. Starts work without being told.
_____	Appearance - Is neatly dressed and properly groomed.
_____	Communication - Is able to ask questions, ask for help when needed and can communicate effectively with other employees.

Please record the total number of days absent from work during this pay period.

_____	Absences

REMARKS:_____

_____

_____

_____

_____

Employer Signature_____ Date_____

Worksite_____ Phone #_____

Distribution: White-Project Work Ability; Yellow-Employer; Pink-Employee

PROJECT WORK ABILITY
Parent Questionnaire

Samp-

Parent Name_____Date_____

Pr ect Work Ability Student_____Grade Level _____

Please rate the following qualities in your teenager as you have seen changes occur as a result of participation in Project Work Ability.Place an x in the appropriate category:

	Greatly Improved	Improved	No Change Noted
self confidence			
attitude toward school			
attitude toward working			
completion of home chores			
completion of school work			

My son/daughter participated in the following Project Work Ability activities:

_____after school pre-employment skills training classes
_____interviewing with possible employers
_____job placement
_____work experience classes
_____was hired on with his/her employer

Currently, my son/daughter plans to: (check all that are appropriate)

____ a. continue with Project Work Ability with the goal of part time work this year
____ b. continue to work part time at _____
Employer's Name
while completing high school
____ c. enroll in a vocational (ROP) training program
____ d. enroll in a 2 year college (e.g., Cerritos College)
____ e. other:_____

_____

Please write any general comments below regarding the work program's first year and its impact on your teenager. (What worked well? What improvements might be made? Etc.)

_____

_____

_____

Thank you so much for your cooperation and assistance in this matter.

COVINA-VALLEY

PROGRESS REPORT-EMPLOYEE EVALUATION

EXEMPLARY YOUTH PROGRAM

PRE-EMPLOYMENT SKILLS TRAINING

COVINA VALLEY
P O BOX 700 • 518 E BADILLO STREET • COVINA CALIFORNIA 91723
(818) 331-3371

DISTRICT SUPERINTENDENT

BOARD OF EDUCATION

PROGRESS REPORT - EMPLOYEE EVALUATION

Student Name _____ School _____

INSTRUCTIONS

Please evaluate the employee for each of the items listed. The evaluation will be on a scale of "1" through "5"

1 - Excellent

2 - Good

3 - Average

4 - Needs to Improve

5 - Poor

Rating	Items
____	Responsibility - Reports promptly and follows directions.
____	Performance - Demonstrates skill and accuracy.
____	Cooperation - Gets along well with supervisor and fellow workers.
____	Initiative - Works with minimum supervision. Starts work without being told.
____	Appearance - Is neatly dressed and properly groomed.

Please let us know if you have an attendance problem.

REMARKS:

Job Supervisor's Signature _____ Date _____

(Please return to Work Experience Office)

Harry W. Krall, Coordinator
Work Experience Education Program

COVINA-VALLEY

PROGRESS REPORT-EMPLOYEE EVALUATION

EXEMPLARY YOUTH PROGRAM

PRE-EMPLOYMENT SKILLS TRAINING

COVINA-VALLEY UNIFIED SCHOOL DISTRICT

E X E M P L A R Y Y O U T H P R O G R A M

PRE-EMPLOYMENT SKILLS TRAINING

1984-1985

EXEMPLARY YOUTH PROGRAM PROPOSAL

Contents

Introduction and Objectives
Description of Program
Implementation
Assessment
    Rationale and Procedures
Pre-employment Skills Training/Career Education Course
    Areas of Study
    Daily Objectives
Evaluation of Exemplary Youth Program
Pre-employment Skills Training/Career Education Exam

PRE-EMPLOYMENT SKILLS TRAINING/CAREER EDUCATION CLASS

PRE AND POST EXAMINATION

Choose words from the following list that would describe a good worker:

a. honest	b. on time	c. lazy
d. friendly	e. neat	f. bossy
g. irresponsible	h. dependable	i. finishes a job
j. often sick		

List four jobs that might be available for summer employment:

1. _____
2. _____
3. _____
4. _____

Match the following occupations with the required skills:

1. custodian	a. write down orders
2. dishwasher	b. operate dishwashing machine
3. car porter	c. operate floor buffer
4. waitress	d. park car
5. gardener	e. operate power mower

List five places to look for a job:

1. _____
2. _____
3. _____
4. _____
5. _____

List at least five things to consider when deciding between two jobs:

1. _____
2. _____
3. _____
4. _____
5. _____

Circle three people that could be used as a reference:

aunt	teacher	former supervisor
older brother	high school friend	minister
adult neighbor	mother	school counselor
grandmother		

List three things an employer might ask a reference:

1. _____
2. _____
3. _____

List five questions an employer might ask during a job interview:

1. _____
2. _____
3. _____
4. _____
5. _____

List three questions an employee might ask during a job interview:

1. _____
2. _____
3. _____

Put a T by the following statements that are true about job interviews and an F by the ones that are false.

1. _____ You should drop in for an interview whenever it is convenient for you.
2. _____ You should get an appointment for a job interview with the supervisor or person in charge of hiring.
3. _____ You should know the exact time and place for the job interview.
4. _____ Interviews are given by employers at any time.
5. _____ It is best to have a friend with you at an interview.
6. _____ Before the interview, you should check to make sure of exact time, place, and person you had agreed upon.
7. _____ Your appearance will not be important if you can answer all questions asked.

8. _____ You should chew gum during interview.
9. _____ You should discuss your personal problems during the interview.
10. _____ You should not criticize past employers.
11. _____ You should introduce yourself to the interviewer.
12. _____ You should dress in blue jeans.

What would you do if you were going to be late or unable to go to work?

_____

What does minimum wage mean? _____

_____

When does an employee earn overtime? _____

_____

What is the overtime rate of pay for someone who makes $5 an hour? _____

Match the following terms with their meaning:

_____	1. Federal Withholding	a.	Social Security payment
_____	2. F.I.C.A.	b.	money withheld for federal taxes
_____	3. State Tax	c.	money put into a retirement fund
_____	4. Retirement	d.	money withheld for state taxes

State four reasons why an employee might be dismissed from a job:

1. _____
2. _____
3. _____
4. _____

Why should you have a budget? _____

_____

Why is it a good idea to have a savings account? _____

_____

Why is it a good idea to have a checking account? _____

_____

Sam works at a grocery store. He makes $4.60 an hour. He works 20 hours a week. How much does Sam make? _____

If you work 18 hours and you make $4.45 an hour, how much would you make?

_____

Sample Job Application Form—

PART ONE PERSONAL INFORMATION

1. NAME _____ 2. TELEPHONE _____
3. ADDRESS _____ CITY _____ STATE ____ ZIP _____
4. SOCIAL SECURITY NUMBER _____ 5. DATE OF BIRTH _____
6. MARITAL STATUS _____ 7. NUMBER OF CHILDREN _____ 8. NUMBER OF DEPENDENTS _____

PART TWO EDUCATION

	NAME OF SCHOOL	ADDRESS	DATES from	DATES to	DID YOU GRADUATE?
ELEMENTARY					
JR. HIGH					
HIGH SCHOOL					
VOCATIONAL					
BUSINESS OR TRADE SCHOOL					
COLLEGE					
OTHER (Special courses, military training, and so on)					

EXTRACURRICULAR ACTIVITIES _____

PART THREE REFERENCES

	NAME	ADDRESS	PHONE	OCCUPATION
1.				
2.				
3.				

PART FOUR JOB EXPERIENCE

	NAME OF COMPANY	ADDRESS	WORK YOU DID	DATES from	DATES to	SALARY
1.						
2.						
3.						
4.						

PART FIVE HOBBIES AND OTHER INTERESTS

_____

_____

ID: CR: DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

Form Approved. OMB No. 72-R0271 The social security number may be used in administering any tax, general public assistance, motor vehicle or driver's license law within a State that has enacted a statute or adopted a regulation authorizing such use. (SSA Sec. 205(c)(2)(C)(i), as amended by Sec. 7(a)(2)(A) of P.L. 94-455)

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ If "Yes" Print State in which you applied and State you applied and Social Security Number if known

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE Whoever, with intent to falsely has or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

DHEW, Social Security Administration
Form SS-5 (1-76)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Information Furnished On This Form Is CONFIDENTIAL

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in Item 1. However, if you want to use the name shown in Item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING

NAME _____

Time Cards

Here are the time cards of some other people who also work at Dabler's Paint Store. Figure out how many hours each person worked each day. Write the number of hours in the blanks. Then write the total number of hours the person worked that week.

Leroy Yapofsky

Day	Time In	Time Out	Time In	Time Out	Hours
Monday	8:00 A.M.	12:00 Noon	1:00 P.M.	5:00 P.M.	8
Tuesday	8:00 A.M.	12:00 Noon	1:00 P.M.	5:30 P.M.	_____
Wednesday	8:00 A.M.	12:00 Noon	1:00 P.M.	5:30 P.M.	_____
Thursday	8:30 A.M.	12:30 P.M.	1:30 P.M.	5:30 P.M.	_____
Friday	8:00 A.M.	12:00 Noon	1:00 P.M.	4:30 P.M.	_____
Saturday	8:00 A.M.	11:30 A.M.	12:30 P.M.	3:00 P.M.	_____
				Total hours	_____

Teddy Jenkins

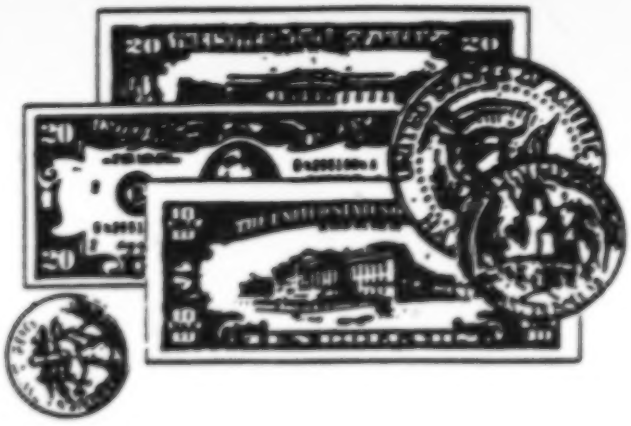
Day	Time In	Time Out	Time In	Time Out	Hours
Monday	8:00 A.M.	11:00 A.M.	12:00 Noon	4:30 P.M.	_____
Tuesday	8:00 A.M.	11:00 A.M.	12:00 Noon	4:00 P.M.	_____
Wednesday	8:00 A.M.	12:30 P.M.	–	–	_____
Thursday	8:00 A.M.	11:00 A.M.	12:00 Noon	5:00 P.M.	_____
Friday	8:30 A.M.	11:30 A.M.	12:30 P.M.	5:30 P.M.	_____
Saturday	8:00 A.M.	11:00 A.M.	12:00 Noon	4:30 P.M.	_____
				Total hours	_____

Aaron Willowdale

Day	Time In	Time Out	Time In	Time Out	Hours
Monday	9:00 A.M.	12:00 Noon	12:30 P.M.	5:30 P.M.	_____
Tuesday	9:00 A.M.	12:00 Noon	12:30 P.M.	6:00 P.M.	_____
Wednesday	9:30 A.M.	12:00 Noon	12:30 P.M.	6:30 P.M.	_____
Thursday	9:00 A.M.	12:30 P.M.	1:00 P.M.	4:30 P.M.	_____
Friday	–	–	12:00 Noon	3:30 P.M.	_____
Saturday	9:00 A.M.	12:00 Noon	12:30 P.M.	4:00 P.M.	_____
				Total hours	_____

Fill out the deposit slips on the right with the amounts of money shown on the left. Use your name on the slips.

1.



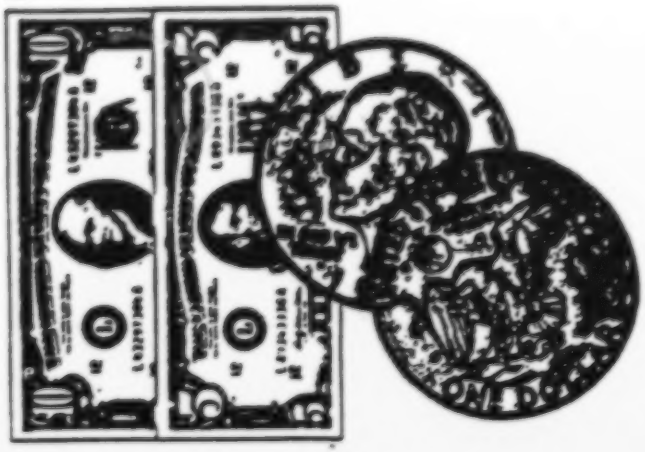
Fifth National Bank
Deposit Slip

NAME _____

ACCOUNT NUMBER _____

	DOLLARS	CENTS
CURRENCY		
COINS		
CHECKS		
TOTAL DEPOSIT		

2.



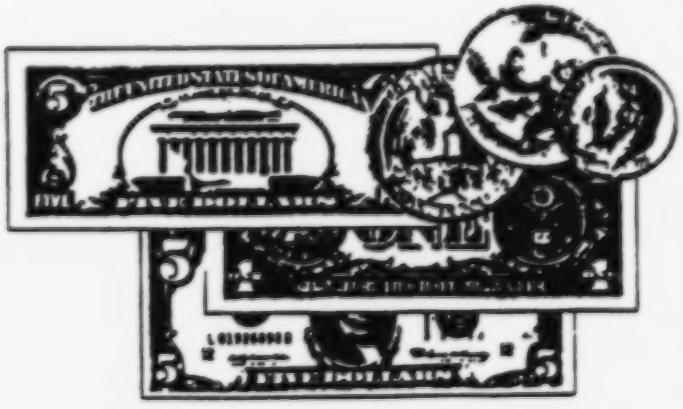
Fifth National Bank
Deposit Slip

NAME _____

ACCOUNT NUMBER _____

	DOLLARS	CENTS
CURRENCY		
COINS		
CHECKS		
TOTAL DEPOSIT		

3.



Fifth National Bank
Deposit Slip

NAME _____

ACCOUNT NUMBER _____

	DOLLARS	CENTS
CURRENCY		
COINS		
CHECKS		
TOTAL DEPOSIT		

NAME _____

What's the Balance?

Write each of these entries in the correct column of the passbook below. Figure the new balance after each entry.

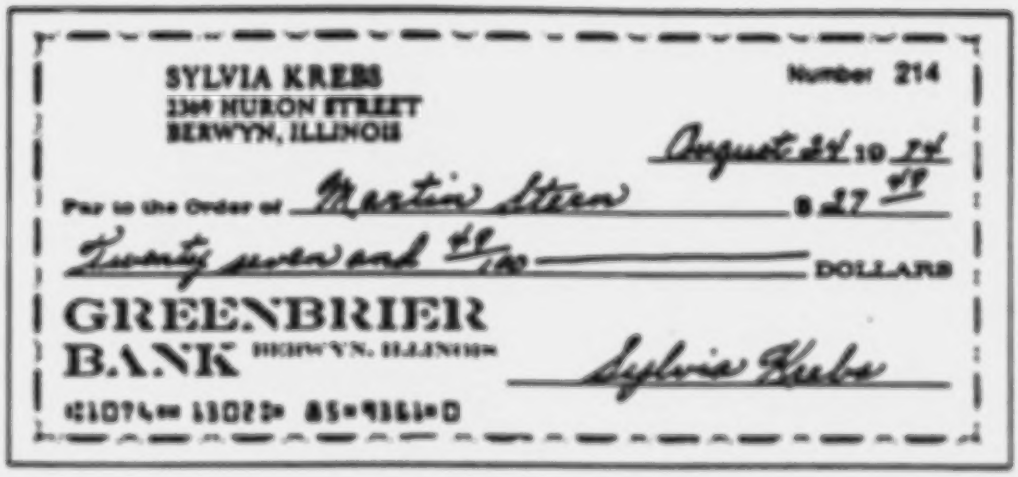
DATE	ENTRY	AMOUNT
June 1	Deposit	$32.75
June 9	Deposit	12.89
June 12	Withdrawal	15.25
June 16	Deposit	24.34
June 22	Deposit	12.34
June 26	Withdrawal	15.00
June 30	Deposit	26.88
July 7	Deposit	35.60

DATE	ENTRY	AMOUNT
July 14	Deposit	$27.26
July 20	Withdrawal	12.75
July 29	Deposit	13.52
July 31	Interest	.71
August 2	Deposit	21.00
August 9	Deposit	15.70
August 18	Withdrawal	25.00
August 25	Deposit	31.25

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
June 1		$32.75		$32.75

On August 25, what was the balance in this account? _____

Here is another check. Study it carefully.
Then answer the questions below.


SYLVIA KREBS
1309 HURON STREET
BERWYN, ILLINOIS

Number 214

August 24 19 74

PAY TO THE ORDER OF Martin Stern $ 27.42

Twenty seven and 42/100 DOLLARS

GREENBRIER BANK BERWYN, ILLINOIS

Sylvia Krebs

⑆107400132⑆ 85-9161-0

1. Who wrote this check? _____

2. At what bank does Sylvia Krebs have her checking account? _____

_____

3. Where does Sylvia Krebs live? _____

_____

4. To whom did Sylvia Krebs make out this check? _____

_____

5. What is the number of this check? _____

6. On what date was this check written? _____

7. What is the amount of this check? _____

8. In how many places on the check is the amount shown? _____

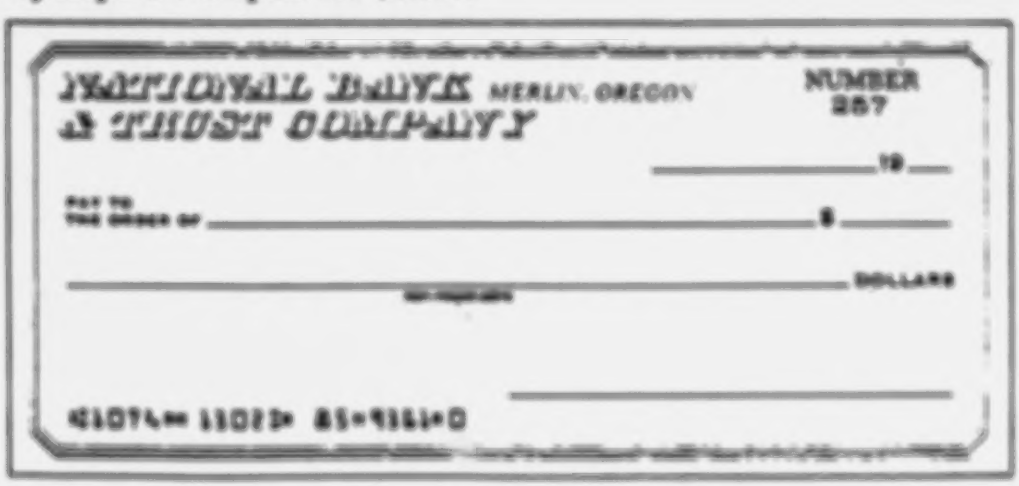
NAME _____

Writing Checks

Make out the checks here for the amounts shown.
Use today's date and your own signature.

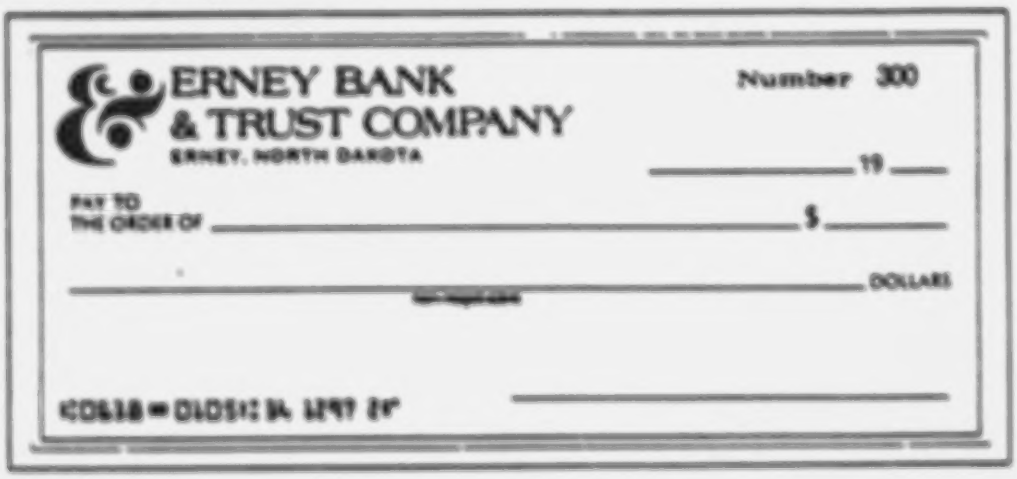
1. To Hammer & Son Hardware for $11.50.

2. To Cyclops TV Repair for $23.07.

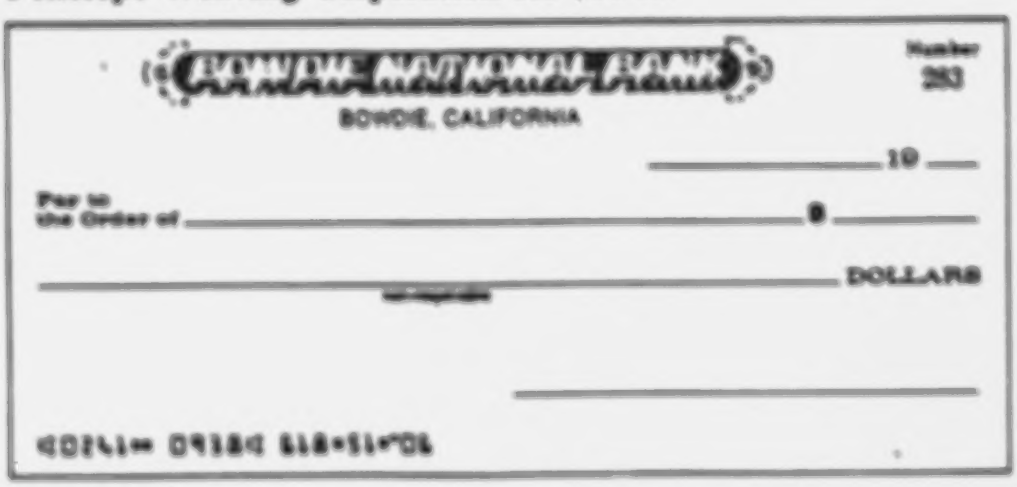


3. To La Mesa Furniture Store for $38.13.

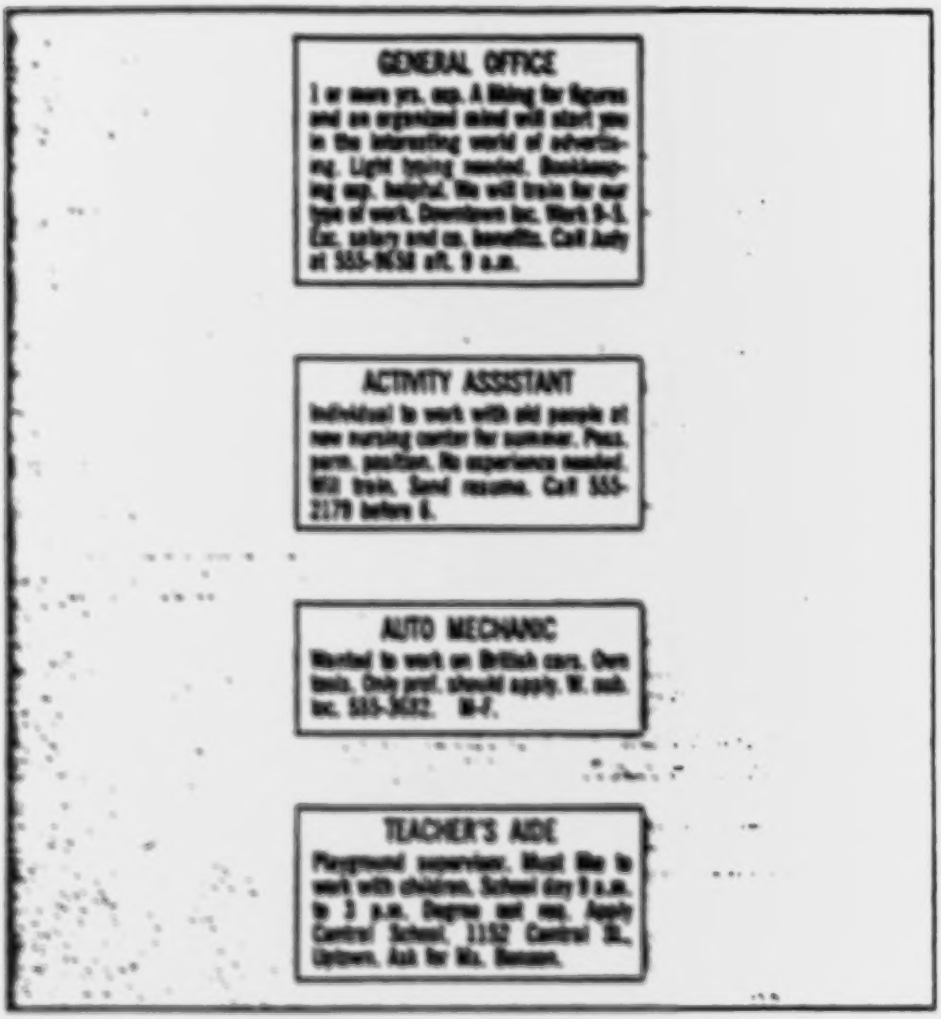
4. To Baron Flying School for $26.50.



5. To Penelope Weaving Corporation for $14.40.



Here are four want ads. Read them. Then you will answer questions about them.



GENERAL OFFICE

1 or more yrs. exp. A liking for figures and an organized mind will start you in the interesting world of advertising. Light typing needed. Bookkeeping exp. helpful. We will train for our type of work. Downtown loc. Work 9-5. Exc. salary and co. benefits. Call Judy at 555-9658 aft. 9 a.m.

ACTIVITY ASSISTANT

Individual to work with old people at new nursing center for summer. Perm. position. No experience needed. Will train. Send resume. Call 555-2179 before 6.

AUTO MECHANIC

Wanted to work on British cars. Own tools. Only prof. should apply. W. sub. loc. 555-3632. M-F.

TEACHER'S AIDE

Playground supervisor. Must like to work with children. School day 9 a.m. to 3 p.m. Degree and exp. Apply Central School, 1152 Central St., Uptown. Ask for Ms. Benson.

Want Ad Information

Answer these questions about the want ad on GENERAL OFFICE work.

1. How much experience is necessary for this job? _____
2. Is arithmetic needed? _____
3. Is typing needed? _____
4. Does this job offer training? _____
5. What time is the job over? _____

Answer these questions about the want ad on ACTIVITY ASSISTANT.

1. How long is this job for? _____
2. Who is the work with? _____
3. Where is the job? _____
4. Does this job offer training? _____

Answer these questions about the want ad on AUTO MECHANIC.

1. What kind of cars must the mechanic work on in this job?

   _____
2. Must the mechanic own tools to work with? _____
3. Must the mechanic be a professional? _____
4. Does this job offer training? _____

Answer these questions about the want ad on TEACHER'S AIDE.

1. What kind of people does a teacher's aide work with? _____
2. What will this teacher's aide do with the children?

   _____
3. Does a teacher's aide need a college degree? _____
4. What time is school over? _____
5. Where is the school? _____

Now answer these two questions.

Use the information about Louise and Harry from Part 1 of this activity.
Also use the information from the want ads in Part 2.

1. Which job is best for Louise? _____
2. Which job is best for Harry? _____

Cost Proposal

Student Wages

104 hours of paid work for 15 students = 1,560 hours

1,560 hours x $3.35 per hour =		$5,226

Assessment Materials

Crawford Small Parts Dexterity Test	$200.00	
Minnesota Clerical Test	7.50	
Minnesota Spatial Relations Test	225.50	
Minnesota Rate of Manipulation	103.00	
Revised Minnesota Paper Form Board	150.00	
Purdue Pegboard	55.00	
		741

Work Experience Employee

October to February =	114 hours	
February to June =	172 hours	
$14.00 per hour x 286 =		4,004

Classroom Materials

Apple IIe Computer	900.00	
Epson Printer	550.00	
Computer Career Ed Softward	250.00	
Instructional Supplies	628.00	
		2,328

Miscellaneous

Payroll Processing	750.00	
Clerical	1,000.00	
Travel - 21¢ per mile not to exceed	450.00	
Instructional Aide/Interpreter Aide Time	500.00	
		2,700
Proposed Program Cost		$14,999

GARVEY SCHOOL DISTRICT

TEAM ACTION PLAN

STUDENT STUDY TEAM

REFERRING TEACHER PREP

COMMUNITY RESOURCE DIRECTORY

TEAM ACTION PLAN

The Action Plan Should Cover

Meeting Time/Place

Classroom coverage, if needed

Schedule of meetings

Team Members (Consistent/on call)

Role definition (Who does what?)

Inservice for faculty

Inservice for parents

Referral Procedure

How will you preserve group memory – where?

How will you insure that your team remains effective and grows?

Will you assign a team member and other staff members to be observer?

OBSERVER GUIDE # 1

Indication of adequate/inadequate preparation:_____

_____

_____

_____

Clear statement of the problem to be addressed by team:_____

_____

_____

_____

Varied solutions generated and discussed:_____

_____

_____

_____

Solutions prioritized:_____

_____

_____

_____

Actions defined and consensus reached on each action:_____

_____

_____

_____

Each action has a person responsible and completion date:_____

_____

_____

_____

Observer _____

OBSERVATION GUIDE #2

Describe extent and manner in which team members perform these functions:

TASK RELATED FUNCTIONS

1. INITIATING (get the ball rolling) _____

_____

_____

_____

2. PROVIDE INFORMATION AND OPINIONS _____

_____

_____

_____

3. ASK FOR FURTHER INFORMATION AND OPINIONS _____

_____

_____

_____

4. CLARIFYING (question and restate information to obtain clarity and coherence)_____

_____

_____

5. ELABORATING (assist others in seeing the ramifications and implications of information or ideas) _____

_____

_____

_____

6. SUMMARIZING (restate where the group is in its problem solving, and set out next steps)_____

_____

_____

7. COMPROMISING (makes efforts to find a rational position of compromise in situations of conflict)_____

_____

_____

GROUP MAINTENANCE FUNCTIONS

1. GATEKEEPING (help those who haven't been speaking, speak; take the floor away from those dominating attention)_____

_____

_____

_____

2. HARMONIZING (help bring peace when emotionality gets in the way of problem solving_____

_____

_____

_____

3. TESTING GROUP'S NORMS (focus group's attention on patterns of group behavior that work against equal influence)_____

_____

_____

_____

4. ENCOURAGING (encourages and supports others on team when they are in the midst of a difficult problem)_____

_____

_____

_____

REFERRING TEACHER PREPARATION

The referring teacher should be aware that the other team members will expect them to have background information. The referring teacher should also know about the Group Memory Process.

Materials to bring

1. Cum folder

   - information regarding parent contacts
   - previous test data
   - hearing and vision screening results

2. Recent work samples in areas relating to the problem or exemplifying strengths.
   - spelling
   - reading
   - math
   - language

Be ready to discuss the following:

1. Reason for referral

   specific statement of the problem or problems

2. Areas of student strengths and weaknesses

   a. Academic skills

      Examples: Good in math, loves to do handwriting, enjoys art, good in sports, difficult time reading textbook, unable to phonetically sound out words, handwriting poor - slow and labored.

   b. Classroom behavior: Peer relationships, adult relationships, work habits.

      Examples: Very cooperative, willing to please, chosen by classmates to be a leader, doesn't complete work or turn it in, poor study skills, talks a lot.

3. What do you expect to get out of this meeting?

TEAM ACTION PLAN

The Action Plan Should Cover

Meeting Time/Place

Classroom coverage, if needed

Schedule of meetings

Team Members (Consistent/on call)

Role definition (Who does what?)

Inservice for faculty

Inservice for parents

Referral Procedure

How will you preserve group memory - where?

How will you insure that your team remains effective and grows?

Will you assign a team member and other staff members to be observer?

SST TRAINING TEAM

ACTION PLAN FOR IMPLEMENTATION

Now that your team has completed the SST training, it is time to develop an ACTION PLAN for implementation. Your ACTION PLAN should inlcude all critical elements that may require action and/or problem solving prior to initiating you first student study team meeting this year.

Following is a list of questions your team may wish to utilize when completing the action worksheet. some of the questions listed may not be relevant to you School/District/SELPA; if so, eliminate them. You will no doubt find many more questions you need to add to the list to make your Action Plan complete; if so, add those questions.

After your list of questions is complete, have the group address the questions one by one. If your team has an answer, based on consensual decision making, write the answer on the questionnaire. If the answer is not readily available, it needs to be placed on the Action Plan in terms of action to be taken.

All entries on the Action Plan should have the following: 1) the activity to be performed, 2) name of the person responsible (only one per action) and, 3) the date the action is to be completed.

A summary of the ACTION steps is as follows:

1. Review the list of questions
2. Eliminate questions that are not relevant to your team
3. Add additional questions, as needed
4. Review the questions one at a time
5. If the answer is readily agreed upon, write the answer on the questionnaire
6. If the answer needs further action of any sort place it on your Action Plan

SST TRAINING TEAM

QUESTIONNAIRE FOR THE ACTION PLAN

1. Name of the team process at your School/District/SELPA (Example ,udent Study Team).

2a. Who will process initial referrals at your school site?
b. How / By what method will they process and prioritize those to be seen by the SST.

3a. How many core members will be on your school team?
b. What will be the core team composition?

4. What resource personnel will join the team on an "as-needed" basis?

5. How will new team members be selected and trained?

6a. When and where will the team meet? How often, time of day, etc.
b. Is classroom coverage needed for any team members?

7. Who will develop and distribute the agenda to core members and needed resource people?

8. Who will contact and prepare students' parents?

9. Who will prepare the student for participation in the SST?

10. How and where will the group memory be preserved?

11a. How will you inform the staff members about the SST process and procedures?
b. How will you provide inservice training to assure full participation of staff in the process? (as the referring teacher, as a team member.)

12a. How will you inform your school community/parent population of the process and its procedures?

b. How will you keep the school community informed of the work of the SST?

13a. Who will be the recorder and facilitator for the meetings?

b. How will you train new people to take those two roles?

14. How will you insure the team remains effective and grows? (observer feedback or videotape the meetings) Who will do it? How often? How will the team respond to the feedback? What other arrangements need to be made?

15. Which forms, if any, do you wish to revise/create before your first SST meeting?

TEAM MEMB...:

SST TRAINING TEAM
ACTION WORKSHEET

MAJOR ACTIVITY	PERSON RESPONSIBLE	DATE DUE	DATE COMPLETED

WORK-GROUP-EFFECTIVENESS INVENTORY

Frank Burns and Robert L. Gragg

Work Group: _____

Date: _____

Circle one number for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I have been speaking frankly here about the things that have been uppermost in my mind.	1	2	3	4	5
2. The other members of this team have been speaking frankly about the things that have been uppermost in their minds.	1	2	3	4	5
3. I have been careful to speak directly and to the point.	1	2	3	4	5
4. The other members of this team have been speaking directly and to the point.	1	2	3	4	5
5. I have been listening carefully to the other members of this team, and I have been paying special attention to those who have expressed strong agreement or disagreement.	1	2	3	4	5
6. The other members of this team have been listening carefully to me and to each other, and they have been paying special attention to strongly expressed views.	1	2	3	4	5
7. I have been asking for and receiving constructive feedback regarding my influence on the team.	1	2	3	4	5
8. I have been providing constructive feedback to those who have requested it—to help them keep track of their influence on me and the other team members.	1	2	3	4	5
9. Decisions regarding our team's operating procedures and organization have been flexible, and they have been changed rapidly whenever more useful structures or procedures have been discovered.	1	2	3	4	5
10. Everyone on the team has been helping the team keep track of its effectiveness.	1	2	3	4	5
11. Members of this team have been listening carefully to each other, and we have been paying special attention to strongly expressed values.	1	2	3	4	5

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
12. We have been speaking frankly to each other about the things that have been uppermost in our minds.	1	2	3	4	
13. We have been speaking directly and to the point.	1	2	3	4	
14. We have been helping our team keep track of its own effectiveness.	1	2	3	4	
15. Our team's internal organization and procedures have been adjusted when necessary to keep pace with changing conditions or new requirements.	1	2	3	4	
16. All members of this team understand the team's goals.	1	2	3	4	
17. Each member of our team understands how he or she can contribute to the team's effectiveness in reaching its goals.	1	2	3	4	
18. Each of us is aware of the potential contributions of each of the other team members.	1	2	3	4	
19. We recognize each other's problems and help each other to make a maximum contribution.	1	2	3	4	
20. As a team, we pay attention to our own decision-making and problem-solving processes.	1	2	3	4	

From: University Associates
The 1981 Handbook for Group Facilitato

Student Study Team Training - A Description

The two day training has been designed to give participants the tools and experiences necessary for successful implementation of the Student Study Team. The emphasis in skill development includes group problem solving, efficient utilization of time, and specific procedures for conducting an effective meeting. These ingredients are included in a training design which gives full consideration to the limitations and requirements of the school setting.

The training provides each individual with the necessary practical experience required to participate effectively in a Student Study Team meeting. During the training, each team conducts at least two SST meetings. Both meetings address the problems of a real student and a real teacher at their school site. The meeting on the first day of training would be conducted without the student or the parent present. At the end of that meeting, the team would have the opportunity to receive feedback on the way their meeting was conducted as well as on the content of their decision-making process. The meeting on the second day would include the student's parent(s) and classroom teacher. As participants, they would assist in the final sharing of comments relative to the content and the process of the meeting.

Successful teams should have no more than 5 to 8 members. Training is provided for no more than four entire teams in the two day process. The principal must actively demonstrate his/her support of the concept by attendance at all sessions of the training and meetings of the team.

TEAM SELECTION

1. Minimum team: two classroom teachers, the principal, and other school resource personnel, as appropriate to the problems under discussion.

2. The principal must be an active advocate of the process. (See above.)

3. There are a number of other factors which have been identified in the research as impacting the change process in a school. The particular factors relating to the selection of Student Study Teams for training are:

   - Previous positive school improvement efforts
   - Desire of and support by the principal for the SST
   - Provision of educational leadership to the school by the principal
   - A school faculty which is not already overwhelmed by other efforts in change
   - Evidence of planning in curriculum and instruction by teachers

1. District Preparation and Commitment

   - Administrative backing must be strong. In one district, the principals knew that their evaluation goals included a successful SST inservice training for their faculty.

2. High Purpose Shared By Team (See Purpose and Objectives)

3. Very Little Lecture--Great Deal of Practice . Participants come as a team with student referrals and conduct their meetings as a training activity. Trainers assist them and use a "fishbowl" technique to evaluate the process. Several school site teams are trained at the same time and observe and critique each other. Real cases are used instead of role play. Real students and real parents are involved. The entire training is based upon an experiential learning model.

4. Key Roles are Identified and Explained. This includes the parent, student, and the referring teacher.

5. Use of Group Memory

   - Emphasizes student strengths
   - Emphasizes general problem identification before solution
   - Keeps team focused
   - Assumes accountability. The format is a system for establishing priorities, commitment to action and re-evaluation.

6. Parent Specialist on Training Team

7. Involve Local Parents as Team Members. They can later participate in trainings in the district and be a spokesperson for the process.

8. The Student's Parent Participates the Second Day in the Team Meeting. The parent is a full team member in problem identification, brainstorming solutions and taking responsibility for actions.

9. Students Participate in the SST Process at Intermediate and High School Levels . The student worksheet is used to get input from the student prior to the meeting.

10. The Team is Responsible for their own Procedures. They decide team membership, when to meet, and how to in-service the rest of the faculty. Teams are validated for practices that are working for them and use them as the basis for developing their individual plans for action.

11. Trainers Must be Skilled in Group Facilitation, Time Management, and How to Make Meetings Work.

DISTRICT FACILITATOR-LINKER

Provides information, encouragement, support to those schools within their own district expressing interest in initiating/refining a Student Study Team.

Conveys a clear rationale for the development of the SST.

Provides information on the successful ingredients in the student study team process.

Translates research findings relevant to the SST process into practical terms for practitioners.

Responsible for all district arrangements for orientation and training of the SST's.

Selects initial teams to be trained utilizing criteria.

Coordinates all communication between training team and participants.

Secures release time necessary to conduct the initial orientation & training sessions.

Schedules trainings, secures site, and notifies participants in a timely fashion.

Identifies additional training needs relative to the SST.

Participates in training as feasible.

Shares responsibility with school site administrators for the successful implementation of the SST process.

Observes and provides feedback to school teams regularly during the three months after the training session

Supports each SST observer in their role

Shares successful experiences and identified solution to problems between teams.

Provides technical assistance to those teams so requesting.

TEAM ACTION PLAN

The Action Plan Should Cover

Meeting Time/Place

Classroom coverage, if needed

Schedule of meetings

Team Members (Consistent/on call)

Role definition (Who does what?)

Inservice for faculty

Inservice for parents

Referral Procedure

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Indication of adequate/inadequate preparation:_____

_____

_____

_____

Clear statement of the problem to be addressed by team:_____

_____

_____

_____

Varied solutions generated and discussed:_____

_____

_____

_____

Solutions prioritized:_____

_____

_____

_____

Actions defined and consensus reached on each action:_____

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_____

Each action has a person responsible and completion date:_____

_____

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Observer _____

OBSERVATION GUIDE #2

Describe extent and manner in which team members perform these functions:

TASK RELATED FUNCTIONS

1. INITIATING (get the ball rolling) _____

_____

_____

_____

2. PROVIDE INFORMATION AND OPINIONS _____

_____

_____

_____

3. ASK FOR FURTHER INFORMATION AND OPINIONS _____

_____

_____

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4. CLARIFYING (question and restate information to obtain clarity and coherence)_____

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GROUP MAINTENANCE FUNCTIONS

1. GATEKEEPING (help those who haven't been speaking, speak; take the floor away from those dominating attention)_____

_____

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2. HARMONIZING (help bring peace when emotionality gets in the way of problem solving_____

_____

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_____

3. TESTING GROUP'S NORMS (focus group's attention on patterns of group behavior that work against equal influence)_____

_____

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4. ENCOURAGING (encourages and supports others on team when they are in the midst of a difficult problem)_____

_____

_____

_____

REFERRING TEACHER PREPARATION

The referring teacher should be aware that the other team members will expect them to have background information. The referring teacher should also know about the Group Memory Process.

Materials to bring

1. Cum folder

   - information regarding parent contacts
   - previous test data
   - hearing and vision screening results

2. Recent work samples in areas relating to the problem or exemplifying strengths.
   - spelling
   - reading
   - math
   - language

Be ready to discuss the following:

1. Reason for referral

   specific statement of the problem or problems

2. Areas of student strengths and weaknesses

   a. Academic skills

      Examples: Good in math, loves to do handwriting, enjoys art, good in sports, difficult time reading textbook, unable to phonetically sound out words, handwriting poor - slow and labored.

   b. Classroom behavior: Peer relationships, adult relationships, work habits.

      Examples: Very cooperative, willing to please, chosen by classmates to be a leader, doesn't complete work or turn it in, poor study skills, talks a lot.

3. What do you expect to get out of this meeting?

Student's Name _____ Date _____ School _____ Grade _____ Activity _____

Checklist of Classroom Modifications

Environment

- ___ *Visually controls
- ___ *Changes seating
- ___ *Reduces distractions where possible
- ___ *Changes class assignments
- ___ *Changes groups
- ___ *Provides more physical space for learners
- ___ *Provides physical health problems
- ___ *Has quietly or encourages others
- ___ Special study area
- ___ Other

Materials

- ___ *Uses different materials - i.e.
  - -Tapes
  - -Videos
  - -Language games
  - -Flannel board
  - -Manipulatives Math Charts Key Math Jake blocks
  - -Flash cards
- ___ *Uses diagnostic materials
- ___ *Reversing games
- ___ *Computer
- ___ *Typewriter
- ___ *Uses things (pick lessons, like reading continuum)
- ___ *Materials Environment
- ___ Other

Schedule

- ___ *Shortens day reduce length of period (the student can change before rest leave period)
- ___ *Activity breaks
- ___ *Uses later or go earlier
- ___ *Systematic inclusion (student works in conference area - goes to class only when sitting to follow directions)
- ___ Other

Assignment

- ___ *Simplify
- ___ *Shorten
- ___ *Individualize
- ___ *Modify system
- ___ *Use of materials for assignment
- ___ *Hold type
- ___ *Tracing/ copying for visual/motor reinforcement
- ___ *Discriminate assignment structure (i.e., choice of 3 methods of reporting)
- ___ Other

Teaching Techniques

- ___ *"Show me" cards or other whole class participation
- ___ *Very noise volume as required
- ___ *Uses eye contact
- ___ *Uses hand on shoulder contact
- ___ *Reduce distractions - sensor/diagram when appropriate
- ___ *Teaches circulations around room
- ___ *Frequent instruction - some say
- ___ *Visit assignments and/or instructions on board
- ___ *Uses Behavior Modification
- ___ *Uses visual aides to giving instructions (overhead/ board)
- ___ *Don't grade during the learning phase - but do correct/ analyze and give feedback to the learner
- ___ Other

Learning

- ___ *Have learner keep study book
- ___ *Agreement on learner's part to accept designated responsibilities
- ___ *If learner to cold something, it to done
- ___ Other

Use of Learning Channel

- ___ *Use auditory sequencing problems
  - -Limit number of oral instructions
  - -Teach note taking skill
  - -Use lessons on overhead /tape recorder
- ___ *Written directories inventory of learnings
- ___ *Give the learning methods that enable learning more than those reading learned
- ___ *Kinesthetic- not improve system
- ___ *Auditory
- ___ *Visual
- ___ *Kinaesthetic
- ___ Other

Miscellaneous

- ___ *Touch base with other school personnel
- ___ *Keep work samples
- ___ *Achievement testing
- ___ *Written com folder
- ___ *Parent conference
- ___ Other

Teacher checks as "teachers used. Also under "other" anything else noted with a student.

STUDENT ROLE IN THE SST PROCESS

The attached sheets are a suggested way to get input from a student who will be reviewed by a Student Study Team.

The teacher and/or the student's parents should discuss the process of the team meeting with the student and the importance of his/her input. It is a valuable experience for the student to write out his/her goals with the assistance of a supportive adult. This is an excellent way to prepare the student who will be attending the SST Meeting but is equally important to get information from the student who will not be in attendance.

Student participation in the Team Meeting would be appropriate in upper elementary grades and critical at the intermediate and high school levels.

IMPORTANT TOPICS FOR DISCUSSION

ELEMENTARY STUDENTS AND THE STUDENT STUDY TEAM MEETING

- Tell about the things you do best.
- In what areas are you having problems and want more help?
  - in school
  - at home
  - with your friends
- Talk about ways you have found that help you learn best. (For example, do you remember things more when you hear about them or see them?)
- At your Student Study Team Meeting, listen to what the adults are saying.
  - -- Do you agree?
  - -- Do you disagree?
  - -- Do you have other ideas? Please share them.
- When everyone agrees on what to do to help solve your problem, BE RESPONSIBLE FOR YOUR PART!

STUDENT GOAL WORKSHEET (Grades 4-6)

Directions: Write your answers

1. At school, I really like_____

2. The things I like most away from school are_____

3. I need more help with these school subjects

   a._____

   b._____

4. If I could change one thing about school, it would be_____

   _____

5. I learn best when_____

6. Away from school, I am best at_____

7. The subjects I do well in at school are:

   a._____

   b._____

   c._____

8. My teacher, the principal, my parent(s), and I are having a meeting about me because_____

9. When I do things right, I like to do or get_____

   _____

10. When I grow up, I would like to _____

THE PARENT AS PARTICIPANT IN THE SST PROCESS

1. The parent should be contacted personally by the teacher or principal, inviting them to participate. Contact may be followed up with a letter.

   Please Note: For purposes of the training meeting, please give the parent directions to the training site, if it is not at the home school.

2. The contact person should explain what will happen at the meeting and who will be participating. Share a blank copy of the Group Memory Sheet with the parent before the meeting which will help the parent understand the format.

3. Parents should know that they have necessary information regarding their child and will be asked to share this with the team to assist in developing a plan to help their child.

4. If parents are unable to attend the meeting, make sure that prior to the meeting, someone on the team secures the necessary information. The information should be recorded on the Group Memory Sheet. A team member should be assigned to review the results of the meeting with the parent, using the completed Group Memory Sheet.

5. At the Student Study Team meeting, be aware of where the parent is seated in the group. They might sit in the center next to a teacher or staff member they already know. All persons present at the meeting should be introduced. Use of name tags at the meeting is also helpful for the parents.

6. Parents should be notified at the beginning of the meeting that it will be unnecessary to take notes. A small copy of the Group Memory Sheet will be made available to all participants after the meeting for their reference.

COMMENT: Parent participants and team members have been very enthusiastic about this process.

PARENT INVOLVEMENT SEQUENCE

Parent as member of the training team

1. Linkar contacts principals and asks them to identify the training team parent. (See Selecting the Parent Team Member.)

2. Principal and lead teacher are responsible for preparing the parent team member for participation in the two-day training, or, the parent should attend the awareness session.

3. During the training, the parent participates as a team member. Through the experiential learning model, they will come to understand the student study team process.

   A. Time will be allotted during the two-day training for the parent team member to meet with the parent trainer to discuss issues relative to their roles.

   B. As a member of the team, the parent will participate in developing the school's action plan for implementing the student study team.

4. The parent will assist in implementing the Student Study Team as designated in the action plan.

ROLE DESCRIPTION - PARENT TEAM MEMBER/SST PARENT LIAISON

1. Describes Student Study Team (SST) process to other parents as needed:

    - o Individually as requested
    - o To groups, i.e., PTA, School Site Council

2. Represents the positive intent and results of the SST process to the community.

3. Works with SST members on an ongoing basis for continued growth and assurance that the process is meeting the school/community needs.

4. Encourages and supports parents in their participation in the SST meeting on their child.

5. Assists the team in breaking down the day-to-day barriers to parent participation.

GUIDELINES FOR SELECTION OF PARENT TEAM MEMBER/SST PARENT LIAISON

The Parent Team Member:

1. has a positive attitude towards school growth and change.

2. is aware of and responsive to cultural, socioeconomic, and familial needs of the community.

3. has available time.

4. maintains the confidentiality of personal communications.

5. is respected by school and community members.

6. is able to communicate the needs from one group to another.

During the summer of 1983, a California State Department of Education Student Study Team Task Force met weekly to plan ways to increase awareness and training for the Student Study Team process. Five awareness sessions were conducted for State Department staff. The statement below is an excerpt from the task force materials.

> A student study team concept is a high Department priority, as we look at strengthening and improving education in California. Some schools have reviewed research and used their initiative to coordinate all available resources into a student study team process which can be applied in grades preschool through twelve. These schools have formed teams which represented administration, district support personnel, parents, students, classroom teachers, and special program personnel. Teams vary according to student need and size and type of school or district. The student study team concept has proven to be an economical, efficient, and effective way to utilize all resources available to a school site for planning and implementing instructional programs. Methods are used to help students reach their maximum potential. Each student is considered in totality, rather than having one or more special needs.

This "Generic SST" definition was developed for the summer State Department awareness sessions and revised 8/29/83 for a SERN Coordinator's meeting.

GENERIC SST
Student Study Team
Definition

Purpose

1. To consider student learning and/or behavior problems and to generate strategies and actions.
2. To serve as assistants and consultants to the classroom teacher.
3. To demonstrate the effectiveness of teamwork and concentrated action in improving student learning and behavior.
4. To use the team resources for personal growth and staff development for the participants.
5. To serve as a problem solving body for the school.

Who?

A school site team that includes parents and all appropriate site and program resources. The student is included in an appropriate manner.

How? The Team

1. has accountable, authoritative leadership.
2. has an accepted format for developing a meeting agenda and insuring the attendance of relevant team members.
3. meets regularly.
4. maintains an on-going record of decisions made, interventions used, and the results.
5. demonstrates that it is a total school commitment by good on-going team-staff communication.

STUDENT STUDY TEAM

RATIONALE

As financial resources for education dwindle and student needs stay constant or increase, schools are looking for creative ways to deal with concerns about students.

We believe that Student Study Teams are an idea whose time has returned! Today is very different than 10 years ago or even 5 years ago in education. The school-based team has also changed. It does not have the luxury of operating at less than optimum efficiency and effectiveness.

Definition

The Student Study Team (SST) is a regular education function. It is a process of reviewing individual teacher/student problems and planning alternative instructional strategies to be tested in the regular classroom.

The Student Study Team provides a cadre of trained professionals within a school who will share both responsibility and expertise in identifying, selecting, and programming for individual learner needs. Because the SST is composed of professionals from varied disciplines, the learner is provided with an integrated multi-disciplinary program.

Careful selection of Team members offers local schools opportunities to:

- Involve persons with a variety of competencies and skills in the decision-making process.
- Involve individuals who have the authority to provide support for implementing decisions.
- Involve potential implementors in decision-making.
- Involves those who know the child best, including the parent.

Although specialists such as psychologists and speech therapists may be involved, the SST is not a special education function and as such is not subject to the associated restrictions and timelines. A special education referral may still be appropriate after alternative strategies have been implemented and have been found to not be enought. As a regular education function, the team also helps with mainstreaming strategies for those students who are already in special education.

Provision of Service

The team may be called upon to provide the following:

1. Clarification of the "problem(s)" and a definition which facilitates a search for solutions.

2. Assistance in the gathering of relevant and accurate information regarding the student's performance.

3. Assistance with the analysis of all available information and with the designing of classroom strategies which are realistic for the teacher to implement and effective for the student.

4. Assistance with the implementation of student academic and/or behavior strategies including:

   a. Curriculum material support
   b. Consultation and monitoring
   c. Moral support

5. Assurance that, when a decision to refer a student for Special Education is made, it has been well considered, the need clearly established, less restrictive alternatives have been attempted, and a group consensus has been reached.

6. Training in the crucial area of how to work with an individual student's problems, which can be generalized to increase a teacher's effectiveness with similar students in the future.

Membership

The composition of the SST may vary from school to school, but the team will always include parents and sufficient staff to review a student's needs. The teacher who is referring the student is always a member of the team while that student's needs are being reviewed. The school principal or designee chairs the SST meeting.

Training Model

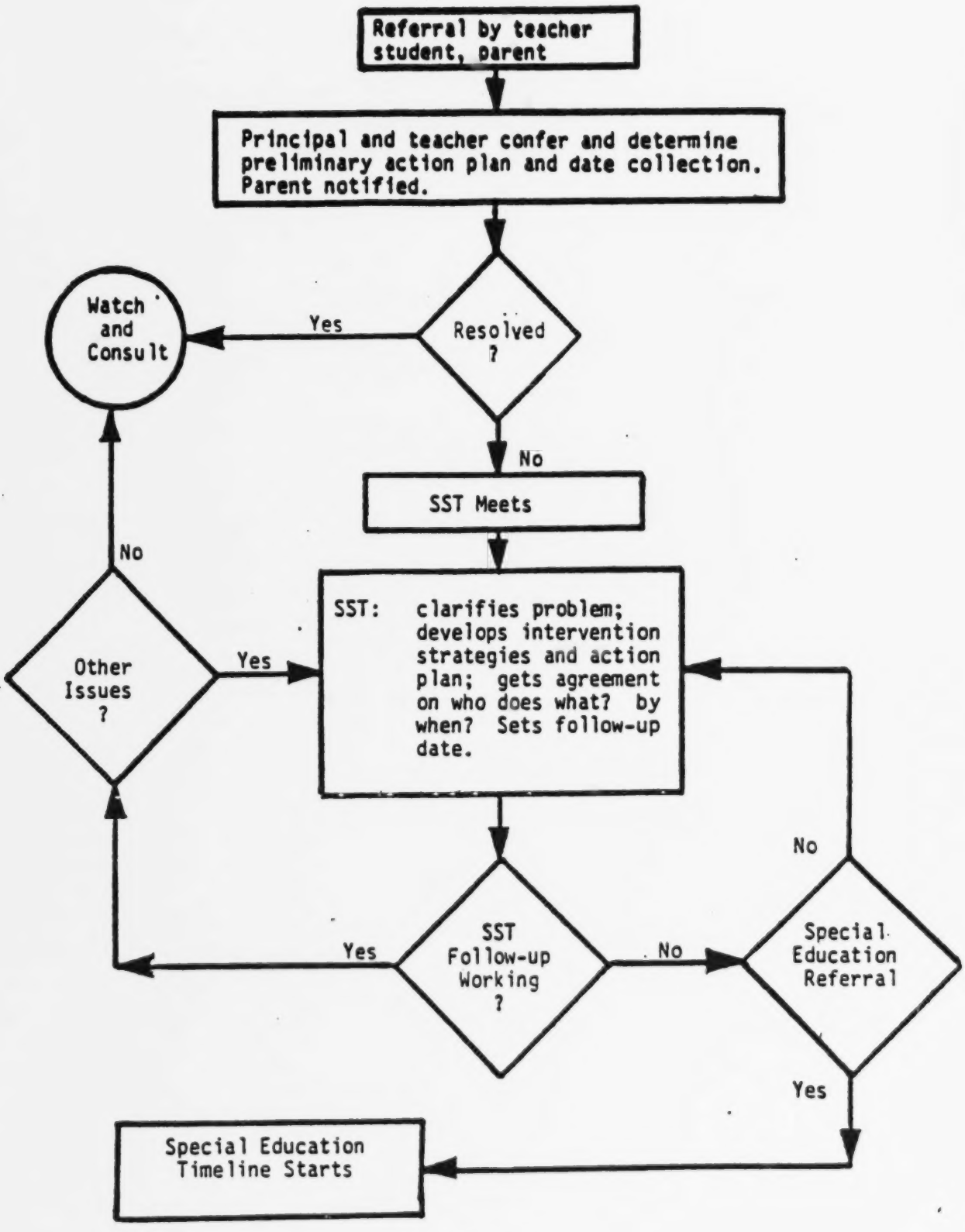
The two day training prepares a school site to work with teacher colleagues and parents (and when appropriate, students) as a team to review individual student strengths and weaknesses. The team identifies the major problem(s), develops strategies, delineates responsibilities, and provides mutual support for implementation.

The design of the training incorporates current thought in the areas of parent involvement, group meetings strategies, time management, and guided practice.

****

A SYSTEMATIC, ON-GOING APPROACH TO PROVIDING FOR THE WELFARE OF ALL CHILDREN IN THE SCHOOL

SST PROCESS FLOW CHART



PROCESS DESCRIPTION

1. Teacher and Site Administrator Meet

   a) Review the student.
   b) Appropriate screening tests are reviewed. ie. hearing and vision
   c) Program modifications/changes are attempted based on administrator/ teacher conference.
   d) Parents are to be made aware of school's concern, if not previously involved.
   e) A date to review program modifications is established.
   f) A referral is made to the Student Study Team if principal and teacher agree.

2. Student Study Team

   a) Site administrator or designee will chair the Student Study Team at regularly scheduled meetings.
   b) Record of Local Referral and/or Review is completed and data indicated on Referring Teacher Preparation Sheet is gathered.
   c) Appropriate participants are notified by the chairperson.
   d) One member of team contacts parent about attending Student Study Team meeting and prepares them to participate, i.e., meeting procedure, information they may wish to share, etc.
   e) Team meets, discusses the case and makes recommendations. Recommendations may include assistance from consultants, i.e., psychologist, speech therapist, curriculum consultant, school and community resources, nurse, etc., as appropriate, or initiation of the special education referral process, if appropriate.
   f) Team determines in their action plan who will be responsible for preserving and distributing the group memory in an appropriate fashion.
   g) A follow-up date is always set to evaluate the results of the actions taken.

TEAM MEMBERSHIP

1. PRINCIPAL	CHAIRPERSON OF TEAM MEETINGS AND COORDINATOR OF SCHOOL RESOURCES; PROVIDES ENERGY, SUPPORT, AND DIRECTION TO TEAM MEMBERS.
2. REFERRING TEACHER	PROVIDES ENTRY PROBLEMS OF STUDENT; GATHERS COMPLETE INFORMATION RE STUDENT AND PROBLEM; INSTRUCTS STUDENT BASED UPON INTERVENTIONS JOINTLY DEVELOPED ON GROUP MEMORY.
3. PARENT	PROVIDES INFORMATION REGARDING THEIR CHILD'S EXTRA-CURRICULAR ACTIVITIES, DAILY LIVING AND/OR SOCIALIZATION SKILLS, AND OTHER PERTINENT INFORMATION; PROVIDES/RECEIVES SUPPORT AND ASSISTANCE TO/FROM OTHER TEAM MEMBERS.
4. TEACHERS	PROVIDE SUPPORT FOR THE REFERRING TEACHER; OFTEN HAVE A HISTORY WITH THE STUDENT; PROVIDE ANOTHER TEACHING PERSPECTIVE FROM A PEER; ASSIST IN DEVELOPING A REALISTIC FRAMEWORK FOR SETTING PRIORITIES.
5. RESOURCE SPECIALIST	A RESOURCE FOR INFORMATION ABOUT INFORMAL ASSESSMENT, OBSERVATION, ACADEMIC INTERVENTION STRATEGIES, CONTINGENCY MANAGEMENT STRATEGIES, ETC.
PSYCHOLOGIST, SPEECH LANGUAGE SPECIALIST, COUNSELOR, NURSE, BILINGUAL RESOURCE TEACHER, READING TEACHER, MATH TEACHER, ETC.	RESOURCES FOR INFORMATION IN THEIR AREAS OF EXPERTISE, AND ACCORDING TO THEIR ABILITY TO ANALYZE, SYNTHESIZE, PROBLEM SOLVE, ETC. THEIR INCLUSION IN THE TEAM IS DEPENDENT UPON: 1. AVAILABILITY TO THE SCHOOL SITE TEAM 2. RELEVANCE OF PROBLEM TO THEIR AREA OF EXPERTISE 3. STRUCTURE AND POLICIES OF THE DISTRICT AND SCHOOL SITE.

COMMUNITY RESOURCES' DIRECTORY

AGENCY	SERVICE INFORMATION
**	
** CHEMICAL DEPENDENCY	
IMPACT DRUG & ALCOHOL TREATMENT CENTER 1000 W. Fair Oaks	CHEMICAL DEPENDENCY Dual-d. DUPW DETOXE,PERMS MOTLIVG BLOCK GRANT LA COUNTY,INSURANCE
PASADENA CA91109 1-800-331-1000 NON-PROFIT	ENGLISH RESIDENTIAL TREATMENT
AS ENCINAS HOSPITAL	CHEMICAL DEPENDENCY PERMS
0000 E. DEL MAR	$395.00 PER DAY PLUS PROF. FEES -NEGOTIABLE
PASADENA CA (818) 795-0001 PROFIT	ENGLISH ADOLESCENT HOSPITALIZATION
** COUNSELING & PSYCHOTHERAPY	
CHILD & YOUTH OF ASIAN PACIFIC COUNSELING CTR 1720 BEVERLY BLVD	COUNSELING & PSYCHOTHERAPY Dual-DPW BASED ON INCOME
LOS ANGELES CA (213) 738-0145 COUNTY PROGRAM	CHINESE,VIETNAMESE,JAPANESE,KOREAN,TAGALOG OUTREACH
LIFE CYCLES COUNSELING 801 S. MISSION DR	COUNSELING & PSYCHOTHERAPY TITLE XIX M-FR $30.00-$80.00
SAN GABRIEL CA91776 (818) 288-8361 PROFIT	ENGLISH PARENT EDUCATION

COMMUNITY RESOURCES' DIRECTORY

AGCY	SERVICE INFORMATION
FOOTHILL Family SERVICE 110 S. Oak KNOLL AVE	COUNSELING & PSYCHOTHERAPY M, Diag=ALL to 21, F, Diag=ALL F $10.00-$70.00, BASED ON INCOME
PASADENA CA 91101 (818) 795-8007 NON-PROFIT	SINGLES, GROUPS
ADOPTION COUNSELING & PSYCHOTHERAPY ASSOCIATES 301 W. HUNTINGTON DR	COUNSELING & PSYCHOTHERAPY M, Diag=ALL, DUPON M-F, SA-SU BY APPT $80.00-$70.00
ADOPTION CA (818) 449-2107 NON-PROFIT	SINGLES INFORMATION SVCS, DRUG REHAB
LIFE CHANGE FAMILY COUNSELING CENTER 40 S. BALDWIN AVE #12	COUNSELING & PSYCHOTHERAPY Diag=ALL M-SA $25.00-$65.00
CHILD WELFARE CA 91016 (818) 358-2521 PROFIT	SINGLES EMPLOYEE ASSISTANCE PROGRAM
MORNINGSIDE COUNSELING SERVICE 130010 SOLA AVE	COUNSELING & PSYCHOTHERAPY Diag=ALL M-TH, Diag=ALL F $20.00-$65.00 BASED ON INCOME
LA MIRADA CA91638 (213) 948-1781 NON-PROFIT	SINGLES
FAMILY COUNSELING SERVICE/M.Sah CHAIRMAN, V. 10027 S. Sah CHAIRMAN BLVD	COUNSELING & PSYCHOTHERAPY F, Diag=ALL M-F, Diag=ALL SA $2.00-$50.00
Sah CHAIRMAN CA91776 (818) 289-0130 NON-PROFIT	SINGLES, GROUPS, MARRIAGE, CHATTONESSE OUTREACH
COMMUNITY COUNSELING & INVOLVEMENT CENTER 4 S. HUNTINGTON DR	COUNSELING & PSYCHOTHERAPY Diag=ALL M-TH NO SLIDING SCALE, FEE SCHEDULE
ALHAMBRA CA91801 (818) 289-01010 PROFIT	SINGLES SOCIAL SKILLS GROUPS FOR LD & SED CHILD

COMMUNITY RESOURCES' DIRECTORY

AGENCY	SERVICE INFORMATION
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

COMMUNITY RESOURCES' DIRECTORY

AGENCY	SERVICE INFORMATION
GOOD SHEPHERD COUNSELING CENTER 400 W. DUARTE RD ARCADIA CA 91006 (818) 447-2101 NON-PROFIT	COUNSELING & PSYCHOTHERAPY 8AM-8PM M-F $25.00-$60.00 BASED ON INCOME ENGLISH PARENT EDUCATION
** INFORMATION & REFERRAL OPTIONS-A CHILD CARE & HUMAN SERVICES AGENCY 1040 S. SAN GABRIEL BLVD SAN GABRIEL CA 91776 (818) 300-0117 NON-PROFIT	INFORMATION & REFERRAL 8AM-6PM M-W,8AM-7PM TH,9AM-5PM F BASED ON INCOME ENGLISH,SPANISH,MANDARIN,CANTONESE CHILD CARE
CHILDREN'S BUREAU-LA FAMILY CONNECTION PROJ. 800 TYLER AVE EL MONTE CA 91731 (818) 575-6007 NON-PROFIT	INFORMATION & REFERRAL 8AM-5PM M-F NO FEE ENGLISH,SPANISH SHORT TERM COUNSELING
** JUVENILE & ADULT DIVERSION THE OPEN CLINIC 317 W. MAIN ST #420 ALHAMBRA CA 91801 (818) 300-0184 NON-PROFIT	JUVENILE & ADULT DIVERSION 8AM-8PM M-TH,8AM-5PM F $0.00-$30.00 ENGLISH,SPANISH,CHINESE SCHOOL-BASED PREVENTION
** JUVENILE DIVERSION W SAN GABRIEL VALLEY JUVENILE DIVERSION PROJ. 8631 E. LAS TUNAS SUITE A TEMPLE CITY CA 91780 (818) 280-6777 NON-PROFIT	JUVENILE DIVERSION 8 DiAM-5PM M-F $0.00-$25.00 BASED ON INCOME ENGLISH,SPANISH,MANDARIN,CANTONESE YOUTH EMPLOYMENT

COMMUNITY INFORMATION/HOTLINES

AGENCY	SERVICE INFORMATION
ALCOHOL PROBLEM HOTLINE	ALCOHOL ABUSE (213) 480-0151
NATIONAL COUNCIL ON ALCOHOLISM	ALCOHOL ABUSE (818) 384-0403
CRISIS HOTLINE	BATTERED WOMEN/CHILDREN (818) 268-7344
C.A.L.L. CHILD ABUSE LISTENING	CHILD ABUSE (818) 628-2255
CHILD ABUSE HOTLINE/REPORTING	CHILD ABUSE (818) 443-4200
CHILDREN'S HOSPITAL LISTENING LINE	CHILD ABUSE (213) 666-1015
NATIONAL CHILD ABUSE HOTLINE	CHILD ABUSE 1-800-422-4453
T TIP	CRIME REPORTING (ANONYMOUS) 1-800-472-7785
CRY HELP	DRUG ABUSE (213) 877-4441
DRUG ABUSE HOTLINE	DRUG ABUSE (213) 626-DRUG
EATING DISORDERS INFORMATION	EATING DISORDERS (818) 796-3123
FOUR SQUARE CHURCH	FOOD & SHELTER INFORMATION (818) 796-9027
SISTERS OF THE GOOD SHEPHERD	FOOD & SHELTER INFORMATION (213) 737-6111
BILINGUAL REFERRAL (FILIPINO)	INFORMATION & REFERRAL (818) 483-6577
BILINGUAL REFERRAL (JAPANESE)	INFORMATION & REFERRAL (818) 263-5987
BILINGUAL REFERRAL (SPANISH)	INFORMATION & REFERRAL (818) 248-3160
HOPELINE	INFORMATION & REFERRAL (818) 447-3063

Community Information/Hotlines

AGENCY	SERVICE INFORMATION
INFORMATION LINE WSSV	INFORMATION & REFERRAL (818) 350-6833
INGLESIDE HOSPITAL	INFORMATION/EDUCATIONAL TAPE (213) 283-8341
PSYCHOLOGY INFORMATION LINE	INFORMATIONAL TAPED MESSAGES (818) 578-1818
FOOTHILL FREE CLINIC	MEDICAL SERVICES (818) 795-8088
HUNTINGTON MEMORIAL HOSPITAL	MEDICAL SERVICES (818) 440-5111
COMMUNITY HOTLINE	PSYCHIATRIC EMERGENCIES (818) 574-0600
CONTACT	PSYCHIATRIC EMERGENCIES (818) 449-4500
ISIS INTERVENTION SERVICE	PSYCHIATRIC EMERGENCIES 1-800-[illegible]-3376
CRISIS LINE	PSYCHIATRIC EMERGENCIES (714) 592-7487
HOSPITAL HELPLINE	PSYCHIATRIC EMERGENCIES 1-800-[illegible]-3301
HOTLINE (INGLESIDE HOSPITAL)	PSYCHIATRIC EMERGENCIES (818) [illegible]
PSYCHIATRIC EMERGENCY TEAM (P.E.T.)	PSYCHIATRIC EMERGENCIES (818) 443-4350
EAST L.A. RAPE HOTLINE	RAPE & BATTERY (213) [illegible]
PACIFIC ASIAN RAPE & BATTERY	RAPE & BATTERY (213) 388-[illegible]
PACIFIC ASIAN RAPE & BATTERY	RAPE & BATTERY (818) 967-0658
RAPE HOTLINE	RAPE & BATTERY (818) [illegible]
RAPE HOTLINE(Santa Counseling)	RAPE & BATTERY (818) [illegible]

COMMUNITY INFORMATION/HOTLINES

AGENCY	SERVICE INFORMATION
RAPE HOTLINE (BILINGUAL)	RAPE & BATTERY (818) 262-0944
NATIONAL RUNAWAY SWITCHBOARD	RUNAWAY 1-800-621-4000
RUNAWAY HOTLINE/ASSISTANCE	RUNAWAY 1-800-231-6946
RUNAWAY HOTLINE/RUNAWAYS	RUNAWAY 1-800-448-4663
BAY COMMUNITY SERVICES	SELF INFORMATION & GUIDANCE (213) 464-7400
V.D. HOTLINE	SELF INFORMATION & GUIDANCE (213) 588-5221
AIDS HOTLINE	SELF-INFORMATION & GUIDANCE 1-800-922-2437
PLANNED PARENTHOOD	SELF-INFORMATION & GUIDANCE (818) 443-3844
SEX INFORMATION HOTLINE	SELF-INFORMATION & GUIDANCE (213) 653-1122
HAVEN HOUSE-PASADENA	SHELTER 681-2626
WHITTIER CRISIS CENTER	SHELTER (818) 696-2441
SUICIDE PREVENTION CENTER	SUICIDE (213) 381-5111
AA EN ESPANOL	SUPPORT GROUP (818) 384-2660
ALANON-ALATEEN	SUPPORT GROUP (213) 387-3130
ALCOHOLICS ANONYMOUS	SUPPORT GROUP (818) 443-3933
COCAINE ANONYMOUS	SUPPORT GROUP (213) 553-8336
NAR-ANON	SUPPORT GROUP (818) 547-5800

COMMUNITY INFORMATION/HOTLINES

AGENCY	SERVICE INFORMATION
NARCOTICS ANONYMOUS	SUPPORT GROUP (213) 283-1745
OVEREATERS' ANONYMOUS	SUPPORT GROUP (818) 246-4280
PARENTAL STRESS LINE	SUPPORT GROUP (818) 798-0907
PARENTS' ANONYMOUS	SUPPORT GROUP 1-800-352-0386
PARENTS' UNITED	SUPPORT GROUP (213) 825-0101
MID-VALLEY MANPOWER	YOUTH EMPLOYMENT (818) 350-3402
WSGV CONSORTIUM	YOUTH EMPLOYMENT (818) 287-4900
WSGV JUVENILE DIVERSION	YOUTH EMPLOYMENT (818) 571-1771

COMMUNITY RESOURCES' DIRECTORY

AGENCY	SERVICE INFORMATION
CHEMICAL DEPENDENCY	
IMPACT DRUG & ALCOHOL TREATMENT CENTER 1660 N. FAIR OAKS	CHEMICAL DEPENDENCY 9AM-4.30PM INTAKE, 24HRS HOTLINE BLOCK GRANT LA COUNTY, INSURANCE
PASADENA CA91103 1-800-331-1806 NON-PROFIT	ENGLISH RESIDENTIAL TREATMENT
** COUNSELING & PSYCHOTHERAPY	
CHILD & YOUTH OF ASIAN PACIFIC COUNSELING CTR 1720 BEVERLY BLVD	COUNSELING & PSYCHOTHERAPY 8AM-5PM BASED ON INCOME
LOS ANGELES CA (213) 738-4246 COUNTY PROGRAM	CHINESE, VIETNAMESE, JAPANESE, KOREAN, TAGALOG OUTREACH
LIFE CYCLES COUNSELING 201 S. MISSION DR	COUNSELING & PSYCHOTHERAPY TILL 8PM M-TH $35.00-$60.00
AN GABRIEL CA91776 (818) 284-5340 PROFIT	ENGLISH PARENT EDUCATION
FOOTHIL FAMILY SERVICE 118 S. OAK KNOLL AVE	COUNSELING & PSYCHOTHERAPY 8.30AM-9PM M-TH, 8.30AM-5PM F $15.00-$70.00, BASED ON INCOME
PASADENA CA91101 (818) 795-6907 NON-PROFIT	ENGLISH, SPANISH
ARCADIA COUNSELING & PSYCHIATRIC ASSOCIATES 301 W. HUNTINGTON DR	COUNSELING & PSYCHOTHERAPY 8.30AM-10.30PM M-F, SA+SU BY APPT $20.00-$70.00
ARCADIA CA (818) 446-2107 NON-PROFIT	ENGLISH INPATIENT SVCS, DRUG REHAB
LIFE CHANGE FAMILY COUNSELING CENTER 19 S. BALDWIN AVE #12	COUNSELING & PSYCHOTHERAPY 9AM-9PM M-SA $25.00-$65.00
SIERRA MADRE CA91024 (818) 355-2321 PROFIT	ENGLISH EMPLOYEE ASSISTANCE PROGRAM

COMMUNITY RESOURCES' DIRECTORY

AGENCY	SERVICE INFORMATION
** JUVENILE & ADULT DIVERSION	
THE OPEN CLINIC	JUVENILE & ADULT DIVERSION 9AM-8PM M-TH, 9AM-5PM F
317 W. MAIN ST #428	$5.00-$30.00
ALHAMBRA CA91801	ENGLISH, SPANISH, CHINESE
(818) 308-0154 NON-PROFIT	SCHOOL-BASED PREVENTION
** COUNSELING & PSYCHOTHERAPY	
ROSEMEAD COUNSELING SERVICE	COUNSELING & PSYCHOTHERAPY 9AM-9PM M-TH, 9AM-5PM F
13800 BIOLA AVE	$20.00-$65.00 BASED ON INCOME
LA MIRADA CA90638	ENGLISH
(213) 946-1761 NON-PROFIT	
FAMILY COUNSELING SERVICE/W.SAN GABRIEL V.	COUNSELING & PSYCHOTHERAPY 7.30AM-9PM M-F, 9AM-1PM SA
1027 S. SAN GABRIEL BLVD	$2.00-$50.00
SAN GABRIEL CA91776	ENGLISH, SPANISH, MANDARIN, CANTONESE
(818) 285-2139 NON-PROFIT	OUTREACH
** CHEMICAL DEPENDENCY	
LAS ENCINAS HOSPITAL	CHEMICAL DEPENDENCY 24HRS
2900 E. DEL MAR	$395.00 PER DAY PLUS PROF. FEES -NEGOTIABLE
PASADENA CA	ENGLISH
(818) 795-9901 PROFIT	ADOLESCENT HOSPITALISATION
** COUNSELING & PSYCHOTHERAPY	
COMMUNITY COUNSELING & INVOLVEMENT CENTER	COUNSELING & PSYCHOTHERAPY 10AM-9PM M-TH
114 E. HUNTINGTON DR	NO SLIDING SCALE, FEE SCHEDULE
ALHAMBRA CA91801	ENGLISH
(818) 308-9909 PROFIT	SOCIAL SKILLS GROUPS FOR LH & SED CHILD

COMMUNITY RESOURCES' DIRECTORY

AGENCY	SERVICE INFORMATION
ST FOOTHILL YOUTH DAY TREATMENT CENTER 128 E. PALM AVE MONROVIA CA91016 (818) 303-1541 NON-PROFIT	COUNSELING & PSYCHOTHERAPY 9.30AM-6PM M-TH, 9.30AM-6PM F BASED ON INCOME ENGLISH, SPANISH, CANTONESE, SWAHILI & OTHER AFRICAN LANGUAGES YOUTH DAY TREATMENT, CHILDREN 6-18YRS
** INFORMATION & REFERRAL OPTIONS-A CHILD CARE & HUMAN SERVICES AGENCY 1046 S. SAN GABRIEL BLVD SAN GABRIEL CA91776 (818) 309-9117 NON-PROFIT	INFORMATION & REFERRAL 9AM-6PM M-W, 9AM-7PM TH, 9AM-5PM F BASED ON INCOME ENGLISH, SPANISH, MANDARIN, CANTONESE CHILD CARE
** COUNSELING & PSYCHOTHERAPY SPECTRUM COUNSELING SERVICE 1225 W. HUNTINGTON DR SUITE 2 ARCADIA CA91006 (818) 795-4304 NON-PROFIT	COUNSELING & PSYCHOTHERAPY 9AM-9PM M-F, 9AM-1PM SA $25.00-$75.00 BASED ON INCOME ENGLISH
** INFORMATION & REFERRAL CHILDREN'S BUREAU-LA. FAMILY CONNECTION PROJ. 3030 TYLER AVE EL MONTE CA91731 (818) 575-5897 NON-PROFIT	INFORMATION & REFERRAL 9AM-5PM M-F NO FEE ENGLISH, SPANISH SHORT TERM COUNSELING
** COUNSELING & PSYCHOTHERAPY AFFILIATED PSYCHIATRIC MEDICAL GROUP INC. 4519 N. ROSEMEAD BLVD ROSEMEAD CA91770 (818) 285-2241 PROFIT	COUNSELING & PSYCHOTHERAPY 8AM-10PM M-SU INCL. HOLIDAYS, ON CALL $35.00-$95.00 ENGLISH, SPANISH, HUNGARIAN, FRENCH, HINDI, ITALIAN CONSULTATIVE CARE AT HOSPITALS

COMMUNITY RESOURCES' DIRECTORY

AGENCY	SERVICE INFORMATION
ASADENA COUNSELING GROUP	COUNSELING & PSYCHOTHERAPY 9AM-5PM M-SA
711 E. WALNUT ST	$35.00-$95.00
PASADENA CA91101	ENGLISH
(818) 795-7722 PROFIT	EATING DISORDERS
** JUVENILE DIVERSION	
W.SAN GABRIEL VALLEY JUVENILE DIVERSION PROJ.	JUVENILE DIVERSION 8.30AM-5PM M-F
9631 E. LAS TUNAS SUITE A	$0.00-$25.00 BASED ON INCOME
TEMPLE CITY CA91780	ENGLISH,SPANISH,MANDARIN,CANTONESE
(818) 285-9777 NON-PROFIT	YOUTH EMPLOYMENT
** COUNSELING & PSYCHOTHERAPY	
ADOLESCENT & FAMILY COUNSELING SERVICE	COUNSELING & PSYCHOTHERAPY 5.30AM-9.30PM
7220 N. ROSEMEAD #202-3	$40.00 INDIVIDUAL HR.,$100.00 FAMILY 2HR
SAN GABRIEL CA91775	ENGLISH
(818) 285-3981 PROFIT	EDUCATIONAL & COLLEGE COUNSELING
ASIAN PACIFIC FAMILY CENTER	COUNSELING & PSYCHOTHERAPY 8AM-5PM MWF,8AM-8PM TTH
3907 N. ROSEMEAD BLVD	BASED ON INCOME
ROSEMEAD CA91770	ENGLISH,CHINESE(INCL.DIALECTS),VIETNAMESE,J APANESE,KOREAN,
(818) 573-3322 NON-PROFIT	OUTREACH
GOOD SHEPHERD COUNSELING CENTER	COUNSELING & PSYCHOTHERAPY 9AM-8PM M-F
400 W. DUARTE RD	$25.00-$60.00 BASED ON INCOME
ARCADIA CA91006	ENGLISH
(818) 447-2181 NON-PROFIT	PARENT EDUCATION

LOS ANGELES COUNTY OFFICE OF EDUCATION

LIFE PLANNING

Life Planning . . .
a Home-School Partnership

Please call to get the life planning process underway. We look forward to working with you.

Los Angeles County
Office of Education

9300 East Imperial Highway
Downey, California 90242-2890

Dr. Stuart E. Gothold, *superintendent*

Dr. H. Jennifer Hartman, *assistant superintendent,*
Special Education and Court Schools

Los Angeles County Board of Education

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Division of Special Education
Marilyn Armstrong, *director*

1986

ING

Disabilities

A parent, school, and community agency partnership to help prepare your teenager for the future

Los Angeles County Office of Education
Division of Special Education

An Invitation to Parents

When a developmentally disabled child reaches teenage years, parents and teachers must step up the process of preparing the child for life as an adult. As a parent, you undoubtedly have many concerns and questions about your child's future. Some commonly asked questions are:

Where will my child live as an adult?

What can my daughter do to earn a living?

What will happen to my child when I die?

Will my child ever be able to use public transportation independently?

What agencies will help my son when he leaves the Special Education program?

Who will help my child understand the "facts of life"?

Every developmentally disabled student will have different needs as an adult. Some students will require full-time care as adults. Others will be able to function in sheltered environments. Some will achieve competitive employment.

To help prepare your developmentally disabled child for an independent future as possible, we invite you to participate in a "life planning" partnership with us at your child's Special Education school.

Four Steps in Life Planning

1. Parents and teacher fill out a Life Planning Inventory when the child is 13 or 14 years old.

The Life Planning Inventory covers key areas related to home life, work, and leisure. We'll discuss your expectations and review your child's skills and needs in each area.

2. Parents, teacher, administrator, and perhaps other members of the Individualized Education Plan team turn the inventory into a Life Plan.

The Life Plan is used in designing the student's school program for the next four to eight years.

3. Parents and IEP team update Life Plan yearly.

4. Parents and the IEP team involve other community agencies three or four years before the pupil completes the educational program to carry out transition from the school to the community.

Take the First Step with Us

Working together, we can create a plan for your developmentally disabled teenager's future, a plan that addresses:

- Work options
- Income issues
- Financial planning
- Recreation options
- Personal independence issues
- Support agency assistance
- Residence options
- Social relationships
- Transportation plans
- Community independence issues

We will use the plan in designing a school program to meet your expectations and your child's particular needs.

SOUTH BAY UNION HIGH SCHOOL DISTRICT

PROGRAM DRAFT

SPECIAL EDUCATION

GENERAL DEVELOPMENTAL/EMPLOYABILITY SKILLS

GDES

The Southern California Regional Occupational Center (SCROC) is a job training center established to provide job training for employability in the world of work. This classroom will teach high school students employability skills and assist them in finding high school.

The classes at SCROC are designed specifically for students with special needs. These classes are individualized, hands-on, and practical. Instruction is provided by SCROC trade and academic instructors. All of these classes are designed to provide students with the skills, knowledge, and attitudes necessary to function independently in the world of work. The goal for these students is to be successful and productive workers, and responsible citizens.

Skills are learned in Special Education students, GDES also has a skills class which meets at a local high school campus. This class has proven to be beneficial for many of our special needs students who may be employable in jobs in the areas, grocery, and retail stores.

TRANSITION CLASS

The Transition Class is a community based program designed to serve 18-22 year old developmentally disabled students. This program emphasizes the development of social skills and independent living skills, which will prepare the student to progress to the transitional and vocational training programs, employment and living.

WORK ABILITY

Work ability is a class for special needs students to develop their vocational skills. It is a training center for students, employers, and the community at large. Students attend academic classes, participate in work experience, and receive job training.

[illegible]

One of the most important functions of public education is to prepare youth to become informed and responsible citizens and to succeed in higher education and/or productive employment. The South Bay Union High School District provides learning opportunities that will enhance success in both areas.

The traditional way to teach basic skills is to the context of each academic discipline. While this has been successful for many students, for many special education students it has been only marginally effective. An alternative approach is the use of vocational education as an instructional strategy for the teaching and reinforcing of basic skills, as many students learn best in applied settings. The decision to choose an integrated or nonintegrated approach or a combination of the two will depend upon the IEP team.

The following continuum of vocational services and programs include proficiency in basic skills while preparing students for productive employment.

[illegible]

Work assessment is a continuous process. It begins when students enter the 6th grade and continues into adulthood. It is essential for students to develop an understanding of work, what it is like to be a worker, and what behaviors are acceptable in the workplace.

Some students begin work assessment training during the ninth grade. The students are supervised by a work-ability coordinator using job or vocational training. Students learn to work in specific vocational skills within the classroom and on campus sites. The students, students may prepare materials for sale mailing or package items for sale. Students are also involved with food preparation and clerical tasks.

Before a student is placed at a work station work assessment station, they must demonstrate an increased ability to follow directions, stay on task for extended periods of time, and behave in a socially appropriate manner.

When a student meets the proper work assessment assignment, the work-ability coordinator attempts to match the student's interest with a job in mind. Some students require less supervision but benefit from having the coordinator give them support. Examples of such jobs include:

1. [illegible]
   Food preparation, custodial tasks, food server, dishwasher, yard cleaning
2. [illegible]
   Messenger, clerical tasks, photocopying
3. [illegible]
   Nursery, Hospital, Post Office, Retail and Medical Jobs
4. [illegible]
   Office Work (Mail Sorter, Book Binder, Photo Lab Tasks), Janitorial Tasks
5. [illegible]
   Receptionist, Photography, Gift Baskets

This level of work assessment may be at a training level, stipend job, job develop into a paying job.

[illegible]

The school personnel hope will give special need students a chance to develop and refine social skills needed to successfully survive in school, at home, and on the job. Individual skills will be taught by creating an awareness of the skill, analyzing successful practice of the skill, and application of the skill. In addition, the students have the opportunity to acquire job finding skills that include learning how specific behaviors will affect employment opportunities and job success. The course also provides training in daily living skills such as living independently and home management. It is vital that, in addition to a high level of literacy and job specific skills, students can participate in the world. If they have problem accessing community services, have knowledge of their rights provided them, have practice job search, application, interviewing and communication skills, job success depends on these characteristics are taught within this class.

[illegible]

The South Bay Union High School District special education department has adopted the State Department of Education Vocational Assessment Model. The model was developed with the belief that a sound assessment process can benefit the students/clients, the teacher, parent and other agencies by providing information that will assist them in making their transition goals.

This model contains the components and unique requirements of the various students/clients populations. The model is set up to be a multifaceted ongoing assessment process that can be infused within the district's curriculum and other activities. It will begin, recommendations will be made for the IEP team to consider when developing vocational goals.

TORRANCE UNIFIED SCHOOL DISTRICT

THE TORRANCE COOP. PROGRAM

STEPS TO INDEPENDENC

TORRANCE ADULT SCHOOL

CURRICULUM

"TRANSITION TO COMMUNITY"

— Other Services

Depending on individual need, other services which may be provided include:

1. Tools and equipment
2. Transportation allowance
3. Clothing for work
4. Medical care
5. Further training after graduation
6. College fees

Most of these services are provided without cost to eligible students.

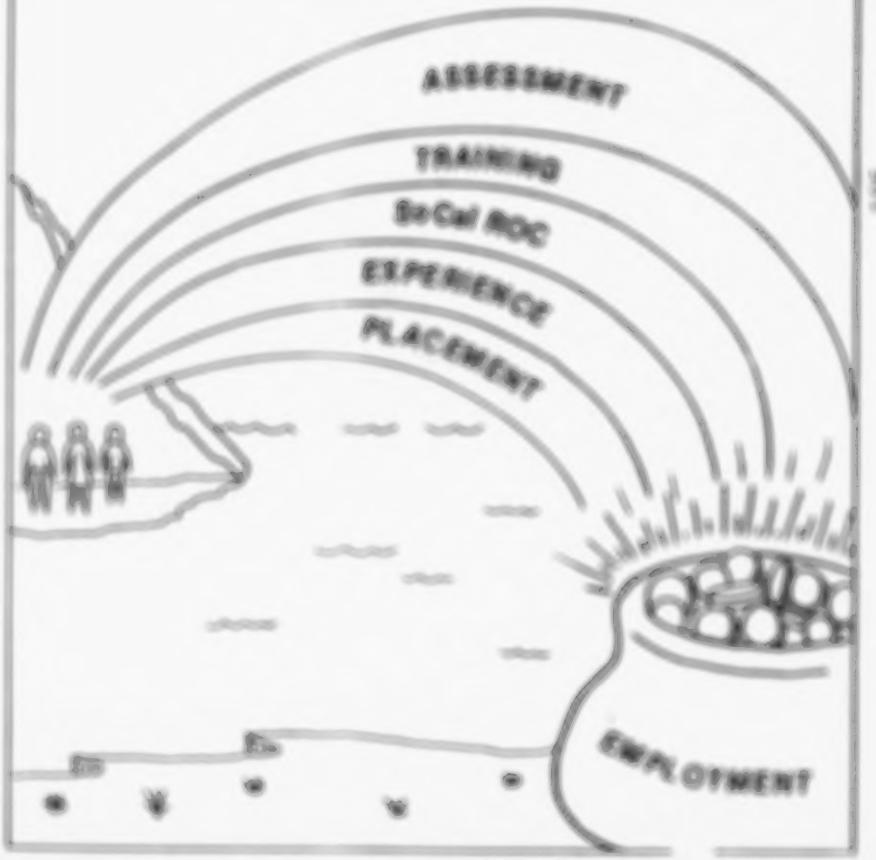
Summary

Each year 60 to 80 high school graduates who have participated in this program enter the labor market. They become self supporting, responsible adults as a result of their success in this program. Our graduates have entered a wide variety of occupations including machinists, nurse's aides, mechanics, computer operators, food service and maintenance workers, welders, preschool aides and all phases of factory and clerical work. We've even had a biochemist! The list goes on and on. Our program is constantly growing and some of the growth may be attributed to the input we receive from caring parents. We sincerely hope you will feel free to contact us!

Torrance Cooperative Program
Levy Curriculum Center
3420 229th Place
Torrance, CA 90505
(213) 326-0316

We welcome the opportunity to make our services available to your son or daughter. Thank you for your interest!

THE TORRANCE COOPERATIVE PROGRAM



WHAT IS THE PROGRAM ALL ABOUT?

The Torrance Cooperative Program is a joint effort bound by an agreement between the Torrance Unified School District and the Los Angeles Coastal District of the California Department of Rehabilitation. This program serves high school age students who may have difficulty obtaining or maintaining employment. The main goal is to help prepare these youth, perhaps your son or daughter, to become successfully employed. This program has been selected as one of nine exemplary models in the nation demonstrating an effective relationship between schools and the Department of Rehabilitation.

WHO CAN APPLY AND HOW?

High school students, who have learning, physical, or emotional problems which may present an obstacle to obtaining or maintaining employment, may apply for this program.

Applications may be obtained from special education teachers or the cooperative program office. The applications must be filled out, signed by the student and the parent, and returned to the school or this office. After the completed application is returned demonstrating parental knowledge and consent, a Rehabilitation Counselor will contact the student at school for an interview. We respect confidentiality. Information regarding your son or daughter will be handled by authorized personnel only.

Unless we can obtain a copy of a recent physical exam which the student has had, information will be sent to the home asking the student to arrange a medical examination with a program-appointed physician at no cost to you.

Students must also have a social security number before they can begin work. If your son or daughter does not have a number, we ask that they go to the Social Security Office at 1328 Post in Torrance. To apply for a number they must take with them their original birth or baptismal certificate and a second form of identification such as a school I.D.

Only one application is needed. When accepted into our program, each student remains a welcomed client for as long as it takes him or her to become job ready and employed for at least 60 days.

Together with input from the school staff and parents, we develop a vocational goal and formulate a plan of service. We work with each student on an individual basis to ensure that all vocational, educational and other necessary services are available to help the student make the vocational goal a reality.

WHAT SERVICES ARE PROVIDED?

- Vocational Assessment and Guidance.
  Students complete work samples and a report is produced which identifies interests, abilities and strengths. The report is then reviewed with the student.
- Training
  Students are referred to appropriate vocational classes at the home campus or at the Southern California Regional Occupational Center (SoCal ROC). Students receive "hands-on" training and are assisted by a vocational tutor at SoCal ROC.
- Work Experience.
  Students train either on campus (at various sites) or in over 100 local businesses in the community that have agreed to provide on-the-job training. Students receive an incentive training allowance (through the Department of Rehabilitation) and school credits toward graduation.
- Job Seeking Skills
  Students are taught how to look for jobs. They are provided with a resume and sample application. Practice interviews are videotaped and students are assisted with their job search.

EXPLANATION OF SERVICES OFFERED BY THE COOPERATIVE SCHOOL PROGRAM

This is a program that is designed to provide vocational guidance and jobs for high school age Torrance students. It is a cooperative program between the Torrance Unified School District and the State Department of Rehabilitation.

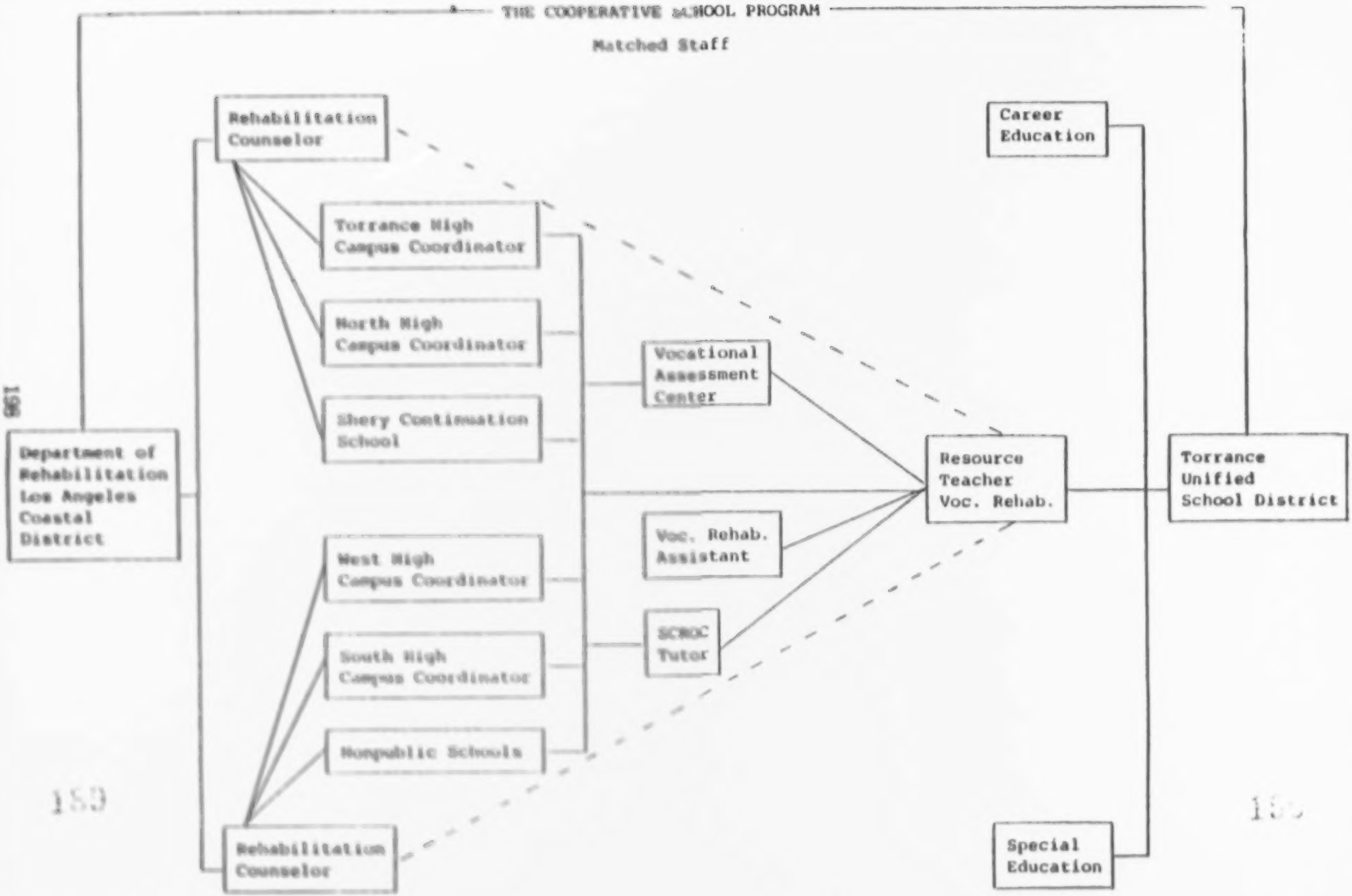
According to individual needs, the following services may be available to students who apply for this program:

1. Vocational evaluation and guidance.
2. Paid work experience to develop proper work habits.
3. Job training, both during and after high school.
4. College.
5. Job placement services.
6. Tools and equipment required for training or a job.
7. Transportation allowance.
8. Medical treatment.

Most of these services are provided without cost to eligible students.

Students are referred by teachers and other school personnel. In order to apply for this program, a student must have a learning difficulty or physical problem. Each student must then have a physical exam. This will be provided unless a copy of a recent exam can be obtained elsewhere. After completion of this program, a student should become gainfully employed.

For over 10 years, this program has led hundreds of students towards successful employment. For more information, please call 326 0316.


THE COOPERATIVE SCHOOL PROGRAM
Matched Staff
Rehabilitation Counselor
Career Education
Torrance High Campus Coordinator
North High Campus Coordinator
Shery Continuation School
Vocational Assessment Center
Department of Rehabilitation Los Angeles Coastal District
Resource Teacher Voc. Rehab.
Torrance Unified School District
Voc. Rehab. Assistant
West High Campus Coordinator
SCROC Tutor
South High Campus Coordinator
Nonpublic Schools
Rehabilitation Counselor
Special Education

PROGRAM OBJECTIVES

A significant number of our special education students need direct instruction in prevocational and adult life skills in order to make the transition from the sheltered environment of the special class/center to the vocational skills training. Therefore, we have created program objectives in three distinct categories: student objectives, family objectives and service provider objectives.

Our program objectives for students include:

- Training students with special needs in decision making, socialization, work readiness, mobility and pedestrian safety, community safety and avoidance of exploitation. (See Appendix for Curriculum)
- Bridging the training gap for students between skills taught in the high schools special education settings and further training available through community agencies.
- Increasing the adult life skills and prevocational skills.
- Transforming students' behaviors into acceptable social skills and work habits.
- Increasing the mobility and independence of our students within their neighborhoods.
- Enrolling students with appropriate local service providers such as Department of Rehabilitation and Regional Centers.

Our program objectives for the family include:

- Broadening parents knowledge of prevocational skills and placement options for their child.
- Assisting parents in identifying and implementing specific student goals related to practicing good work habits in the home and neighborhood.
- Encouraging parents to identify the satisfactions and risks involved with students' growth, learning and change.

Our program objectives for service providers include:

- Decreasing future funding needed for mobility training for developmentally disabled adults.
- Decreasing the amount of time and money the Department of Rehabilitation and others would spend assisting the post-secondary student in obtaining a job or adult placement.
- Decreasing the number of unsuccessful placements experienced by service providers due to lack of social skills training.
- Increasing communication and networking between public schools and service providers.

TORRANCE ADULT SCHOOL

COURSE OUTLINE

COURSE TITLE: TRANSITION TO COMMUNITY **Date:** ~~MARCH~~ Jan 1987

INSTRUCTOR(S): Lianne Lam

CREDIT: Non-Credit

HOURS PER MEETING: 2 **MEETINGS PER WEEK:** 5 **TOTAL COURSE HOURS:** 120

CONDITIONS FOR REPETITION: Students may not repeat course after student performance objectives have been met.

COURSE DESCRIPTION - GOAL:

This course is designed for Special Education students aged 18 to 22 years who need very special direct instruction in community and adult life skills in an adult setting. Skills emphasized include decision making, socialization, work readiness, mobility, pedestrian safety and avoidance of exploitation.

TEXTBOOK: None

SUPPLEMENTARY MATERIALS TO BE PURCHASED BY STUDENTS: $8.00 per month for banking, budgeting, math skills and making purchases.

SPECIAL FACILITIES OR REQUIREMENTS: Standard classroom with a cooking facility available two to three times each month.

PERFORMANCE OBJECTIVES OF THE COURSE:

A. By the end of one term the student will understand:

1. Socialization - the teaching of social skills
2. Work readiness - appropriate work behavior
3. Mobility and pedestrian safety - learn to use public transportation
4. Decision making - step by step process for making decisions related to employment

B. By the end of one term the student will be able to get along with peers and supervisors, to demonstrate responsibility, to use public transportation, public telephones, and demonstrate adult living skills.

C. By the end of one term the student will have increased skills critical to functioning with dignity, freedom and involvement at home, at school, in the community and at work.

MAJOR UNITS OF INSTRUCTION AND METHODS:

UNIT 1 (1 hours) MOBILITY AND PEDESTRIAN SAFETY

Students will learn to use public transportation for social and vocational needs with an emphasis on bus manners and safety rules in bus, at bus stop and in pedestrian situations. The program will also stress safety on the streets including what to do if lost.

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

UNIT 2 (1 hours) COMMUNITY SAFETY/AVOIDANCE OF EXPLOITATION

Students will learn how to avoid exploitation by understanding the difference between friends, community members, fellow workers and strangers. How to keep the home safe will also be included.

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

UNIT 3 (2 hours) SOCIALIZATION

Students will learn social skills necessary to enter new social and business setting as well as appropriate behavior on and off the job.

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

UNIT 4 (1 hours) WORK READINESS

Job interview techniques, good grooming, appropriate job behavior and realistic self-evaluation of strengths and weaknesses when choosing employment are the areas to be covered in this unit.

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

UNIT 5 (1 hours) DECISION MAKING

Students will be taught to make decisions, take action and to see the consequences of the action. Students will participate in community activities which require decision making. Which street is safe to cross? Which store to purchase specific item? Teacher will illustrate how some consequences result in another action or in a new idea.

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

UNIT 6 (2 hours) ADULT LIVING SKILLS (COMMUNITY STUDY)

Bank	Post Office	Laundromat
Library	Pet Store	Super Market
Drug Store	Health Care Facility	Police/Fire Dept
Hardware Store	Restaurant (Menu & Table manners)	

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

UNIT 7 (2 hours) ADULT LIVING SKILLS

Students will learn how to measure using ruler, thermometer, scale and ingredients for recipes. Simple money skills for shopping, banking, budgeting and figuring sales tax will be taught. Students will also learn to tell time.

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

UNIT 8 (1/2 hours) ADULT LIVING SKILLS

Health: nutrition
good habits
medical care/First Aid
medicines

Methods: Discussion, role playing, demonstration, field trips
Student Activities: role playing, observation, imitation, practice

METHODS OF EVALUATION OF STUDENT ACHIEVEMENT INCLUDING ASSIGNMENT OF GRADES:

See attached: Pre-employment and Work Maturity Pre/Post term evaluation.

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TORRANCE UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DATE ___/___/___ (Mo. Day Yr.) | NEXT IEP REVIEW DATE ___/___/___ (Mo. Day Yr.) | LAST 3-YR REASSESSMENT DATE ___/___/___ (Mo. Yr.) | ORIGINAL REFERRAL DATE ___/___/___ (Mo. Day Yr.)

LANGUAGE HOME ____ ____ Primary Language Of Parent ____ ____ ( ) IEP ( ) FFP (As Determined By ESL Teacher)

( ) New IEP ( ) 3-Yr. Reassessment RESIDENTIAL SETTING:
( ) IEP Review ( ) Extended School Year ( ) Home ( ) ____ (Other)
( ) Addendum to ___/___/___ (Mo. Day Yr.) IEP ( ) Foster Home

ELIGIBILITY: PRIMARY* ____ SECONDARY* ____

( ) A severe discrepancy between intellectual ability and achievement is demonstrated in the indicated area(s): (One or more must be checked) (LD)
( ) Mathematics Calculation ( ) Basic Reading Skills ( ) Listening Comprehension
( ) Mathematics Reasoning ( ) Written Expression
( ) Reading Comprehension ( ) Oral Expression

The discrepancy ( ) IS ( ) IS NOT primarily the result of ( ) visual ( ) hearing or motor handicap ( ) mental retardation ( ) emotional disturbance ( ) cultural or economic disadvantage ( ) lack of exposure to appropriate learning experiences.

AND

( ) A disorder is demonstrated in one or more of the following basic psychological processes:
( ) Attention ( ) Sensory Motor Skills
( ) Visual Processing ( ) Cognitive Abilities, i.e. ____
( ) Auditory Processing ____

( ) Professional judgement indicates that basic learning skills fall below the age/grade range of functioning and are attributable to limited intellectual capacity for cognitive learning. (MR) (See Adaptive Behavior Scale, including information from home visit)

( ) Student appears to meet eligibility criteria for Seriously Emotionally Disturbed as defined in Title V, Article 3.1 (SED) (See Checklist for Serious Emotional Disturbance)

( ) Physical disability adversely affects educational performance. (Circle: HI / OI / VI / OHI) (See Health Services Report)

( ) Student meets eligibility criteria for Speech and Language Services. (LI) (See Report of Speech/Language Assessment)

( ) Assessment results indicate no handicapping condition. The IEPT recommends the following transition plan: ____

SERVICES TO BE PROVIDED	PROGRAM RESPONSIBLE	HCP*	DATE FROM	DATE TO	FREQUENCY

MINUTES IN REGULAR PROGRAM ____ (Include lunch and recess)
TRANSITION/REGULAR ED ( ) Will monitor for increased mainstreaming as appropriate.
( )
COMMENTS: ____

TRANSPORTATION: ( ) NO ( ) STATION-TO-STATION ( ) OTHER ____

*HANDICAPPING CONDITION(HCP): LD = Learning Disability MR = Mentally Retarded HI = Hearing Impaired SED = Seriously Emotionally Disturbed LI = Language Impaired OI = Orthopedically Impaired VI = Visually Impaired OHI = Other Health Impaired BD = Behavior Disordered (BD is a secondary handicap only)

COPIES: ▸ - Special Education Office, YELLOW - Special Education Teacher
▸ - Parent, GOLDENROD - Student Referral File

Student ____ (First Middle Last) I D #
Birthdate ___/___/___ (Mo Day Yr) Sex Age Grade
Parent/Guardian ____
Address ____ (Street City Zip)
Telephone ____ (Home Business (M) Business (I))

RECOMMENDED COMPETENCY REQUIREMENTS

	Reading	Math	Writing
District Standards	( )	( )	( )
Differential Standards	( )	( )	( )
Passed (Date)	____ ( )	____ ( )	____ ( )

RECOMMENDED CAREER/PRE-VOCATIONAL/VOCATIONAL PROGRAM:
( ) Regular Class(es) ( ) Special Education Class(es)
( ) Career Guidance (Regular Ed.) ( ) Vocational Assessment Center
( ) SCROC ( ) Refer to Dept. of Voc. Rehabilitation
( ) Other ____ ( ) Dept. of Voc. Rehabilitation Client

RECOMMENDED PHYSICAL EDUCATION:
( ) Regular ( ) Specially Designed** ( ) Independent Study**
( ) Modified** ( ) Adapted** ( ) Exempt**
( ) P.E. Requirements Completed
**JUSTIFICATION ____

INDIVIDUALIZED EDUCATION PROGRAM TEAM (IEPT):

Coord./Program Spec./Designee	Date	APE Staff	Date
School Psychologist	Date	Regular Teacher	Date
Counselor	Date	Principal/Asst. Principal	Date
School Nurse	Date	Student, If Appropriate	Date
Special Education Teacher	Date	Other (Specify Title)	Date
Speech/Language Specialist	Date	Other (Specify Title)	Date

The Individualized Education Program is a statement of educational goals and objectives and the service(s) to be provided. It is not a contract which guarantees the accomplishment of these goals and objectives.

I have had an opportunity to review and participate in the planning of the Individualized Education Program. I understand I may withdraw consent for placement at any time

( ) I have received my Procedural Safeguards in Special Education.
( ) I have reviewed the status of goals/objectives of the previous IEP
( ) I agree with the placement recommendation.
( ) I agree with the goals and objectives.
( ) I do not approve of ____

SIGNATURE(S) OF PARENT/GUARDIAN ____ RELATIONSHIP ____ DATE ____

If parent(s) and/or representative are not present at IEPT meeting, document attempts to reach parent(s):

DATE	METHOD	RESPONSE

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TRANSITION TO COMMUNITY

What is transition? It has been described as a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment. It is the bridge between the security and structure offered by the high school and the opportunities and risks of adult life.

The Southwest Special Education Local Plan Area (SELPA) has established a cooperative program which fits into the existing continuum of vocational programs meeting needs of special education students. This program has been primarily designed for developmentally disabled young adults as this population has had difficulty being placed into lasting positions following vocational training. In recent studies and consultation, it has been determined that the difficulty lies in the increased need for community training and socialization skills along with increased cooperation between the schools and other agencies and increased parental support and understanding.

It is the goal of the TRANSITION TO COMMUNITY to serve a like population of handicapped students from all school districts within the Southwest SELPA, facilitating each individual's potential for economic, social, and personal fulfillment through a cost effective means.

WHO WILL BE INVOLVED?

Students from the Special Education programs of your high school district: Palos Verdes, Torrance, South Bay, Centinela Valley, Inglewood, who are 18-21 years of age and who are beginning to plan for the next step in their development - life after high school.

Student _____

IEP Date _____

PRESENT LEVELS

MATH

The student has demonstrated the following skills in MATH:

MONTH YEAR				
*WJPEB				
*KEY MATH				
*WRAT MATH				
*DIST. PROF.				

☐ Functional level and tested level indicate no need for goals and objectives at this time:

_____

_____

_____

_____

☐ See Math goals and objectives.

READING

The student has demonstrated the following skills in READING:

MONTH YEAR				
*WJPEB				
*WRMT				
*WRAT				
DIST. PROF.				

☐ Functional level and tested level indicate no need for goals and objectives at this time:

_____

_____

_____

_____

☐ See Read/ goals and objectives.

WRITTEN LANGUAGE

The student has demonstrated the following skills in WRITTEN LANGUAGE:

MONTH YEAR				
*WJPEB				
*TOWL				
*WRAT SPELL				
*DIST. PROF.				

☐ Functional level and tested level indicate no need for goals and objectives at this time:

_____

_____

_____

_____

_____

☐ See Written Language goals and objectives.

ORAL LANGUAGE

The student has demonstrated the following skills in ORAL LANGUAGE:

☐ Functional level and observable behaviors indicate no need for goals and objectives at this time:

_____

_____

_____

☐ See classroom oral language goals and objectives.

☐ See ATTACHED Language/Speech specialist's goals and objectives

PRE-VOCATIONAL/VOCATIONAL

☐ See Pre-Vocational/Vocational goals and objectives.

PSYCHOMOTOR

The student has demonstrated the following skills in the area of PSYCHOMOTOR:

The student has passed _____/20 physical education credits necessary for hi[gh] school graduation.

☐ Functional level and observable behaviors indicate no need for goals and objectives at this time.

_____

_____

_____

_____

☐ See Psychomotor goals and objectives.

☐ See ATTACHED Adapted Physical Education goals and objectives.

SOCIAL ADAPTATION

The student has demonstrated the following skills in the area of SOCIAL ADAPTATION:

☐ Functional level and observable behaviors indicate no need for goals and objectives at this time.

_____

_____

_____

_____

_____

☐ See Social Adaptation goals and objectives.

SELF-HELP

The student has demonstrated the following skills in the area of SELF-HELP:

☐ Functional level and observable behaviors indicate no need for goals and objectives at this time.

_____

_____

_____

_____

_____

_____

☐ See Self-Help goals and objectives.

LEARNING STYLE

STRENGTHS _____

_____

_____

_____

WEAKNESSES _____

_____

_____ _____

_____ _____

Student _____

IEP Date _____

PRE-VOCATIONAL/VOCATIONAL

PRESENT LEVELS OF PERFORMANCE	ANNUAL GOALS	ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals.)	On-going Review of Status of Objective(s)
PRE-VOCATIONAL/VOCATIONAL ☐ The student has demonstrated the following skills: _____ _____ ☐ The student is receiving ☐ pre-vocational ☐ vocational skills instruction through ☐ regular education ☐ special education ☐ The student ☐ is ☐ is not a client of the Department of Vocational Rehabilitation Method to become a client: ☐ Social Security ☐ ref./o. ☐ Vocational assessment ☐ is not complete ☐ is complete. (Has vocational assessment center evaluation) ☐ vocational interest _____ ☐ no vocational interest expressed at this time ☐ work attitudes _____ ☐ job readiness _____ ☐ consideration _____ ☐ summary _____ ☐ concerns _____ ☐ The student has ☐ obtained own job _____ ☐ incentive job training through Vocational Rehabilitation. List jobs held: _____ ☐ The student's work adjustment is reported as: ☐ satisfactory ☐ good ☐ average ☐ needs to improve ☐ poor ☐ SCROC classes attempted: _____ Completed: _____ Grade: _____ Grade: _____ Currently enrolled in: _____ Progress: _____ ☐ High School Vocational Classes attempted: _____ Completed: _____ Grade: _____ Grade: _____ Currently enrolled in: _____ Progress: _____ ☐ Classroom assistance needed for vocational skills in the areas of: ☐ personal grooming ☐ job application ☐ setting vocational goals ☐ interviewing ☐ social adjustment ☐ resume writing ☐ making change ☐ telephone techniques ☐ reading want ads ☐ interview techniques ☐ _____	☐ P.V.1 The student will continue to participate in ☐ pre-vocational ☐ vocational activities. ☐ P.V.2 The student will receive assistance in vocational skills in the classroom. ☐ P.V.3 The student will apply for Vocational Rehabilitation Services. ☐ P.V.4 The student will participate in the evaluation at the Vocational Assessment Center. ☐ P.V.5 The student will improve vocational skills through the incentive training program. ☐ P.V.6 The student will ☐ maintain ☐ improve appropriate worker characteristics. ☐ P.V.7 The student will participate in SCROC classes. ☐ P.V.8 The student will participate in high school vocational classes. ☐ P.V.9 _____ _____ _____ _____ PERSON(S) RESPONSIBLE: ☐ Regular Education Teacher ☐ Special Education Teacher ☐ Campus Coordinator ☐ Community Coordinator ☐ Vocational Rehabilitation Counselor ☐ Student ☐ _____	_____ The student will continue to participate in ☐ regular education program ☐ special education program to increase occupational awareness as determined by ☐ report card(s) ☐ teacher observation. _____ _____ _____ The student will demonstrate improvement in the following areas: ☐ personal grooming ☐ social adjustment ☐ telephone techniques ☐ job application ☐ resume writing ☐ reading want ads ☐ setting vocational goals ☐ making change ☐ interviewing ☐ _____ as determined by _____ _____ The student will participate in the following vocational classes at the ☐ high school ☐ middle school: ☐ _____ ☐ _____ ☐ _____ and receive a subject grade of _____ and a citizenship grade of _____ as determined by report card. _____ The student will complete the necessary steps to become a client of the Department of Vocational Rehabilitation by _____(date) as determined by _____ _____ The student will complete vocational assessment as determined by written evaluation. _____ The student will complete the vocational evaluation indicated: ☐ _____ _____(worker skills objective) ☐ _____ _____(job readiness objective) ☐ _____ _____(summary objective) _____ The student will successfully participate in the following vocational program(s): ☐ Incentive job training _____(state job) ☐ SCROC _____(state program) ☐ Work Experience _____(state job) ☐ Campus Vocational Training _____(state program) ☐ _____ _____ The student's work adjustment will: ☐ be maintained ☐ will improve in the area(s) of _____ per monthly evaluations. _____ The student will demonstrate job readiness skills in incentive job training employment as determined by obtaining unsubsidized employment. _____ _____ _____ _____ _____ _____ _____ _____	206

*Indicate status of objective(s) at time of parent conference(s), include date: (A) Achieved (RR) Revision Recommended (CO) Continue Objective (NA) Not Achieved (OR) On-going Review and Initial

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Student _____ IEP Date _____ Math Page ____ of ____ Pages

Ongoing Review of Status Of Objectives*

PRESENT LEVELS OF PERFORMANCE

Date

The student has appropriate skills in:

- ☐ Number identification
- ☐ Counting
- ☐ Writing numbers to ____ ☐ Place value
- ☐ Addition process
- ☐ Subtraction process
- ☐ Regrouping
- ☐ Multiplication process
- ☐ Division process
- ☐ Fractions
- ☐ _____
- ☐ _____
- ☐ Percentages
- ☐ Use of calendar
- ☐ Telling time to _____
- ☐ Making money to _____
- ☐ Solving money symbols
- ☐ Using basic processes with money
- ☐ Check writing
- ☐ Measuring
  - ☐ Mass (weight) _____
  - ☐ Linear (length) _____
  - ☐ Volume (liquid) _____
- ☐ Using maps/a

☐ Current Test Information:

- ☐ CTBS Date _____ Score _____
- ☐ Key Math Date _____ Score _____
- ☐ Test Math Date _____ Score _____
- ☐ _____ Date _____ Score _____

Comments: _____

CTBS Date _____ Concept: Computation _____
Concepts and Application _____
Total _____

Proficiency Date _____ Score(s) _____

☐ _____

ANNUAL GOAL(S)

☐ 1) The student will increase math skills.

☐ 2) The student will increase math computation skills.

☐ 3) The student will increase practical math skills.

☐ 4 _____

PERSON(S) RESPONSIBLE

- ☐ Regular Education Teacher
- ☐ Special Education Teacher
- ☐ Student
- ☐ _____

SHORT TERM INSTRUCTIONAL OBJECTIVES (Related to corrective math goals)

- ___ The student will increase math scores from _____ to _____ as determined by ☐ WJPEB ☐ Key Math ☐ KBAT ☐ _____
- ___ The student will demonstrate _____ % accuracy in: ☐ identifying basic shapes ☐ identifying numbers ☐ counting to _____ ☐ writing numbers to _____ ☐ reading numbers that come before and after given numbers ☐ matching numerals to objects ☐ knowledge of place value ☐ ones ☐ tens ☐ hundreds ☐ thousands as determined by _____
- ___ The student will correctly solve ____ vertically and/or horizontally written ☐ addition ☐ subtraction problems whose sum or difference is or greater than ☐ 10 ☐ 19 ☐ 99 ☐ _____ with _____% accuracy as determined by _____
- ___ The student will demonstrate _____% accuracy in ☐ addition ☐ subtraction ☐ multiplication problems involving regrouping (carrying or borrowing) as determined by _____
- ___ The student will demonstrate _____ % accuracy in multiplication facts up to 0 1 2 3 4 5 6 7 8 9 10 11 12 as determined by _____
- ___ The student will demonstrate _____% accuracy in ☐ division ☐ fractions ☐ decimal ☐ percentage problems as determined by _____
- ___ The student will demonstrate _____% accuracy in naming ☐ days of the week ☐ months of the year ☐ seasons of the year as determined by _____
- ___ The student will demonstrate _____% accuracy in telling time to the nearest ☐ hour ☐ ½ hour ☐ ¼ hour ☐ 5 minutes ☐ 1 minute as determined by _____
- ___ The student will demonstrate _____% accuracy in ☐ coming up to $_____ ☐ making up to $_____ ☐ making change up to $_____ as determined by _____
- ___ The student will demonstrate ____% accuracy in ☐ writing a check ☐ writing a money order ☐ _____ as determined by _____
- ___ The student will demonstrate ____% accuracy in measuring ☐ mass (weight) to _____ ☐ volume (liquid) to _____ ☐ linear (length) to _____ as determined by _____
- ___ The student will receive a _____ grade in ☐ Math class or ☐ _____ as determined by report card(s) or _____
- ___ The student will increase CTBS scores in ☐ computation from _____ to _____ ☐ concept application from _____ to _____ ☐ total from _____ to _____ as determined by district records.
- ___ The student will ☐ pass District Math Proficiency ☐ increase District Math Proficiency score from _____ to _____ as determined by district records.
- ___ _____
- ___ _____
- ___ _____

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*Indicate status of objective(s) at time of parent conference(s), include date: (A) Achieved (DA) Duration Recommended (CO) Continue Objective (NA) Not Achieved (CR) Completing Review and Initial

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Student _____ IEP Date _____

READING

PRESENT LEVEL OF PERFORMANCE

Mark (✓)

The student has appropriate skills in:

- ☐ Survival reading (menus, traffic signs, labels, etc.)
- ☐ Sight word vocabulary
- ☐ Decoding
  - ☐ Alphabet letters
  - ☐ Short vowel sounds
  - ☐ Long vowel sounds
  - ☐ Blends
  - ☐ Compound words
  - ☐ Prefixes
  - ☐ Consonate sounds
  - ☐ CVC words
  - ☐ Silent e words
  - ☐ Digraphs
  - ☐ Plurals
  - ☐ Suffixes
  - ☐ _____
- ☐ Comprehension
  - ☐ Identifying significant details
  - ☐ Following written directions
  - ☐ Identifying vocabulary context clues
  - ☐ Identifying main idea
  - ☐ Identifying fact vs opinion
  - ☐ Identifying character relationships
  - ☐ Drawing inferences and conclusions
  - ☐ Identifying correct sequence
  - ☐ _____
- ☐ Reading fluency
- ☐ Reading expression
- ☐ Reference skills (dictionary, chart, schedules, etc.)
- ☐ Current test information:
  - ☐ GLRTD Date _____ Score _____
  - ☐ WRAT Date _____ Score _____
  - ☐ WRAT Reading Date _____ Score _____
  - ☐ _____ Date _____ Score _____

Comments: _____

CVRR Date _____ Scores: Word Attack _____
Vocabulary _____ Comprehension _____
Total _____

Proficiency Date _____ Score(s) _____

☐ _____

☐ _____

ANNUAL GOALS

☐ 8.1 The student will increase basic sight vocabulary.

☐ 8.2 The student will increase word attack skills.

☐ 8.3 The student will increase reading comprehension skills.

☐ 8.4 _____

☐ 8.5 _____

PERSON(S) RESPONSIBLE

- ☐ Regular Education Teacher
- ☐ Special Education Teacher
- ☐ Remedial Reading Teacher
- ☐ Student
- ☐ _____

ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals)

_____ The student will increase reading score from _____ to _____ as determined by ☐ WJPEB ☐ WRAT ☐ CVRR ☐ _____

_____ The student will increase vocabulary skills on _____ (state test/materials/levels) from _____ to _____ as determined by _____

_____ The student will show an increase in written vocabulary from _____ to _____ on ☐ criterion-referenced test(s) ( ) ; teacher-made test(s) ☐ _____ as determined by _____

_____ The student will increase decoding skills by demonstrating _____% accuracy in the following:

- ☐ Alphabet letters
- ☐ Short vowel sounds
- ☐ Long vowel sounds
- ☐ Blends
- ☐ Compound words
- ☐ Prefixes
- ☐ Consonate sounds
- ☐ CVC words
- ☐ Silent e words
- ☐ Digraphs
- ☐ Plurals
- ☐ Suffixes

as determined by _____

_____ The student will increase comprehension by demonstrating _____% accuracy in the following:

- ☐ Identifying significant detail
- ☐ Following written directions
- ☐ Identifying vocabulary context clues
- ☐ Identifying main idea
- ☐ Identifying fact vs opinion
- ☐ Identifying character relationships
- ☐ Drawing inferences and conclusions
- ☐ Identifying correct sequence

as determined by _____

_____ The student will receive a _____ grade in ☐ Reading/English class or ☐ _____ as determined by report card(s) or _____

_____ The student will increase CVRR scores in ☐ word attack from _____ to _____ ☐ vocabulary from _____ to _____ ☐ comprehension from _____ to _____ ☐ total from _____ to _____ as determined by district records.

_____ The student will ☐ pass district reading Proficiency ☐ increase District Reading Proficiency Score from _____ to _____ as determined by district records.

_____ _____

Ongoing Review Of Status Of Objective(s)*

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*Indicate status of objective(s) at time of parent conference(s), include date: (A) Achieved (BA) Revision Recommended (C) Continue Objective (NA) Not Achieved (OA) On-going Annual Goal.

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Student _____

IEP Date _____

WRITTEN LANGUAGE

PRESENT LEVELS OF PERFORMANCE

WRITTEN LANGUAGE

The student has appropriate skills in:

- ☐ holding a pencil
- ☐ forming letters
  - ☐ cursive ☐ manuscript
- ☐ spelling
- ☐ spelling application
- ☐ vocabulary
- ☐ sentence structure
- ☐ punctuation
- ☐ capitalization
- ☐ grammar
- ☐ all of the above
- ☐ _____

The student has appropriate skills in writing:

- ☐ letter format (business, friendly)
- ☐ envelope format
- ☐ to the assigned topic
- ☐ paragraph structure
  - ☐ topic sentence
  - ☐ supportive sentence(s)
- ☐ in sequential order
- ☐ all of the above
- ☐ _____

☐ Current test information:

- ☐ SUPER Date _____ Score _____
- ☐ TOWL Date _____ Score _____
- ☐ WRAT Spelling Date _____ Score _____
- ☐ _____ Date _____ Score _____

Comments: _____

CTBS Date _____ Scores: Spelling _____
Mechanics _____ Expression _____
Total _____

Proficiency Date _____ Score(s) _____

☐ _____

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☐ _____

ANNUAL GOALS

☐ W.L.1 The student will increase writing legibility

☐ W.L.2 The student will increase spelling skills.

☐ W.L.3 The student will increase written language skills.

☐ W.L.4 _____

PERSON(S) RESPONSIBLE

- ☐ Regular Education Teacher
- ☐ Special Education Teacher
- ☐ Student
- ☐ _____

ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals.)

On-going Review Of Status Of Objective(s)*

_____ The student will increase written language score from _____ to _____ as determined by ☐ SUPER ☐ TOWL ☐ _____

_____ The student will increase spelling score from _____ to _____ as determined by ☐ SUPER ☐ WRAT ☐ _____

_____ The student will ☐ correctly form ☐ increase writing legibility of ☐ letters ☐ words ☐ numbers in ☐ manuscript ☐ cursive as determined by _____

_____ The student will increase writing legibility in all classes by ☐ printing in manuscript ☐ writing in cursive as determined by _____

_____ The student will write in ☐ manuscript ☐ cursive a _____-word spelling test from:
- ☐ Class word list
- ☐ Individual word list
- ☐ Dolch Basic Sight Vocabulary list
- ☐ Text _____ Level _____
- ☐ _____

with _____% accuracy as determined by _____

_____ The student will write daily assignments demonstrating _____% spelling accuracy as recorded by teacher.

_____ The student will write a ☐ friendly letter ☐ business letter using correct format as determined by ☐ District Proficiency Standards ☐ Teacher evaluation ☐ _____

_____ The student will write using correct capitalization, punctuation, spelling, and English mechanics in:
- ☐ complete 6-8 word sentence
- ☐ 3-5 sentence paragraph
- ☐ paragraph having one main idea sentence and two or more supportive sentences
- ☐ multiple paragraph narrative with details organized to support the topic
- ☐ letter with correct letter/envelope format as determined by _____

_____

_____ The student will receive a _____ grade in ☐ Writing/English class as ☐ _____ as determined by report card(s) as _____

_____ The student will increase CTBS scores in ☐ mechanics from _____ to _____ ☐ expression from _____ to _____ ☐ total from _____ to _____ as determined by district records.

_____ The student will ☐ pass District Writing Proficiency ☐ increase District Writing Proficiency Score(s) from _____ (Part A) to _____ (Part A) and from _____ (Part B) to _____ (Part B) as determined by district records.

_____

_____

_____

_____

_____

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Indicate status of objective(s) at time of parent conference(s), include date: (A) Achieved (RO) Revision Recommended (CO) Continue Objective (NA) Not Achieved (OR) On-going Review and Initial

Student _____

IEP Date _____

ORAL LANGUAGE

Page _____ of _____

PRESENT LEVELS OF PERFORMANCE	ANNUAL GOALS	ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals.)	On-going Review Of Status of Objective(s)*
ORAL LANGUAGE The student has appropriate skills in the use of: ☐ Vocabulary ☐ retaining meaning of new vocabulary ☐ using words without difficulty - finding the word wanted ☐ survival vocabulary ☐ similarities and differences ☐ categories/classification ☐ describing an object in terms of semantic class and use ☐ _____ ☐ _____ ☐ Grammar ☐ plurals ☐ prepositions ☐ proper verb tense forms ☐ pronouns ☐ adjectives (include comparative and superlative, e.g., larger, largest) ☐ adverbs ☐ conjunctions ☐ question forms ☐ negative forms ☐ tells a story or event in sequential order using a variety of forms of sentence construction ☐ _____ ☐ _____ ☐ Pragmatics ☐ states steps involved in sequencing a task ☐ can relate a story/event/oral report in sequential order ☐ identifies and explains a problem and suggests solutions ☐ identifies, explains and solves problems in daily activities ☐ starts a conversation ☐ responds appropriately in conversation ☐ takes turns in a conversation ☐ maintains and expands a topic and keeps conversation relevant ☐ interrupts, changes topic and terminates conversation appropriately ☐ makes conversational repairs - clarifies what was said, repeats, paraphrases, revises, and gives additional information appropriately ☐ adjusts conversation to different types of listeners	☐ L.1 The student will increase oral vocabulary skills. ☐ L.2 The student will increase oral grammar skills. ☐ L.3 The student will increase pragmatic language skills. ☐ L.4 _____ _____ _____ ☐ Refer to attached LAS/DIS goals and objectives. PERSON(S) RESPONSIBLE ☐ Regular Education Teacher ☐ Special Education Teacher ☐ Language Speech Specialist ☐ Student ☐ _____	___ The student will increase oral vocabulary skills in the following: ☐ questions ☐ stating steps involved in sequencing task ☐ retaining meaning of new words ☐ using words without difficulty - finding the word wanted ☐ survival vocabulary ☐ similarities and differences ☐ categories/classifications ☐ describing an object in terms of semantic class and use ☐ _____ ☐ _____ as determined by teacher observation or _____ ___ The student will increase oral grammar skills by using correct ☐ word order ☐ grammar ☐ plurals ☐ past tense ☐ verb forms ☐ question forms ☐ pronouns ☐ adjectives ☐ _____ ☐ _____ ☐ _____ as determined by teacher observation or _____ ___ The student will increase appropriate pragmatic language skills including: ☐ listening skills ☐ taking turns ☐ giving out information ☐ tells a story/event/oral report in sequential order ☐ initiating conversation ☐ responding in a conversation ☐ maintaining a topic ☐ changing topic appropriately and maintaining relevancy ☐ asks for and provides clarification ☐ adjusts conversation to different listeners ☐ attends to and follows teacher's directions ☐ _____ ☐ _____ as determined by teacher observation or _____ ___ _____ _____ _____ ___ _____ _____	210

*Indicate status of objective(s) at time of parent conference(s). Include date: (A) Achieved (RO) Revision Recommended (CO) Continue Objective (NA) Not Achieved (OR) On-Going Review & Initia

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Student _____ SELF-HELP Page _____ of _____

IEP Date _____

PRESENT LEVELS OF PERFORMANCE SELF-HELP	ANNUAL GOALS	ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals)	On going Review Of Status Of Objectives*
The student has the following skills: ☐ completely dresses self appropriately ☐ eats and drinks in an appropriate manner ☐ has good personal health care ☐ moves independently from one location to another ☐ has age/grade appropriate concentration span: _____ minutes ☐ is punctual ☐ has acceptable school attendance ☐ complies with rules and laws ☐ has effective planning and organizational skills ☐ follows directions: ☐ one-to-one ☐ small group ☐ large group ☐ starts work promptly: ☐ one-to-one ☐ small group ☐ large group ☐ completes assignments: ☐ one-to-one ☐ small group ☐ large group ☐ asks for help when needed: ☐ one-to-one ☐ small group ☐ large group ☐ maintains on-task behavior: ☐ one-to-one ☐ small group ☐ large group ☐ makes purposeful, appropriate decisions concerning own activities ☐ receives passing grades in ☐ regular education class(es) ☐ special education class(es) ☐ all of the above ☐ _____ The student needs to improve in the following areas: ☐ attention span _____ ☐ tardiness _____ ☐ absences _____ ☐ complying with rules and regulations _____ ☐ planning and organization ☐ following directions: ☐ oral ☐ written ☐ one-to-one ☐ small group ☐ large group ☐ starting task(s) ☐ remaining on-task ☐ completing task(s) ☐ acceptance of responsibility for: ☐ homework ☐ _____ ☐ over-dependence on: ☐ peers ☐ adults ☐ _____ ☐ passing grades in ☐ special education class(es) ☐ regular class(es) _____ _____ _____	☐ S.H.1 The student will maintain appropriate self-help skills. ☐ S.H.2 The student will increase appropriate self-help skills. ☐ S.H.3 _____ _____ _____ PERSON(S) RESPONSIBLE: ☐ Regular Education Teacher ☐ Special Education Teacher ☐ Counselor ☐ Psychologist ☐ Student ☐ _____	The student will ☐ continue to maintain ☐ will improve appropriate self-help skills at school as determined by a _____ effort/citizenship grade on the quarterly report card or _____ The student will increase his/her attention span from _____ to _____ minutes as determined by _____ The student will increase ☐ punctuality from _____ to _____ ☐ attendance from _____ to _____ as determined by school records. The student will increase compliance with rules and regulations (i.e. _____ _____) as determined by _____ The student will improve planning and organization skills (i.e. _____ _____) as determined by _____ Given ☐ oral ☐ written directions, the student will _____ _____ as determined by teacher/staff observation Given homework assignment(s) in _____ the student will _____ _____ as determined by _____ Given a task, assignment, or activity, the student will ☐ start work promptly ☐ maintain on-task behavior ☐ complete assignments in ☐ regular education class(es) ☐ large group setting ☐ small group setting ☐ one-to-one ☐ special education class(es) ☐ large group setting ☐ small group setting ☐ one-to-one as determined by ☐ report card(s) ☐ progress reports or ☐ _____ The student will demonstrate adequate self-help skills by receiving passing grade(s) in the following subject area(s): ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ as determined by ☐ report card(s) ☐ progress reports or ☐ _____ _____ _____ _____ _____ _____ _____	

*Indicate status of objective(s) at time of parent conference(s), include date: (A) Achieved (RR) Revision Recommended (CO) Continue Objective (NA) Not Achieved (OR) On-Going Review and Initial

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BEST COPY AVAILABLE

Student _____ IEP Date _____

SOCIAL ADAPTATION

PRESENT LEVELS OF PERFORMANCE	ANNUAL GOALS	ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals.)	On-going Review Of Status Of Objective(s)*

SOCIAL ADAPTATION

The student has the following appropriate behaviors:

- ☐ uses free time constructively: ☐ classroom ☐ campus ☐ before/after school ☐ recreational ☐ lunch
- ☐ has friend(s)
- ☐ expresses feelings appropriately with another person and/or in a group
- ☐ respects property
- ☐ indicates a healthy self-esteem
- ☐ accepts the consequences of own actions
- ☐ demonstrates self-control
- ☐ behaves in socially acceptable ways
- ☐ shows concern for the feelings of others
- ☐ in all of the above
- ☐ _____

The following student behavior(s) need improvement:

	Peers	Adults
☐ is impulsive	☐	☐
☐ is excitable	☐	☐
☐ overreacts	☐	☐
☐ shows erratic behavior	☐	☐
☐ has extreme mood swings	☐	☐
☐ is easily upset by noise, color, movement, activity, detail.	☐	☐
☐ is fidgety, restless	☐	☐
☐ is defiant	☐	☐
☐ is ☐ physically abusive ☐ verbally abusive	☐	☐
☐ violates property rights of others	☐	☐
☐ seeks attention inappropriately	☐	☐
☐ tends to stay on outskirts of activities	☐	☐
☐ has limited and/or avoids interaction with others	☐	☐
☐ tends to cast self as "victim"	☐	☐
☐ _____	☐	☐

The student appears to have low self-esteem, as indicated by:

- ☐ inappropriate personal hygiene
- ☐ unkempt appearance
- ☐ sad, unhappy manner
- ☐ appearing to have negative feelings toward self
- ☐ verbal put-downs of ☐ self ☐ others
- ☐ inability to accept ☐ praise ☐ criticism
- ☐ avoidance of eye contact
- ☐ showing little or no enthusiasm
- ☐ unwillingness to risk new learning tasks and/or activities
- ☐ exhibiting emotional immaturity
- ☐ verbalizing feelings of powerlessness and/or helplessness
- ☐ _____

☐ S.A.1 The student will maintain appropriate social behavior

☐ S.A.2 The student will increase appropriate social behavior.

☐ S.A.3 The student will show an increase in self-esteem.

☐ S.A.4 _____

PERSON(S) RESPONSIBLE:

- ☐ Regular Education Teacher
- ☐ Special Education Teacher
- ☐ Counselor
- ☐ Psychologist
- ☐ Student
- ☐ _____

_____ The student will continue to maintain appropriate social behaviors at school as measured by a _____ or better effort/citizenship grade on the quarterly report card or _____

_____ The student will show an increase in social behaviors as indicated by:

- ☐ appropriate use of free time
- ☐ increasing number of friendships
- ☐ respect for property
- ☐ acceptance of consequences
- ☐ concern for the feelings of others
- ☐ increased self-control
- ☐ social interaction
- ☐ _____

as determined by _____

_____ The student will increase appropriate social behaviors, i.e. _____

with ☐ peers ☐ adults in the following:

- ☐ classroom
- ☐ campus
- ☐ before/after school
- ☐ recess(es)
- ☐ lunch
- ☐ _____

as determined by ☐ teacher/staff observation ☐ contract points ☐ time-out records ☐ _____

_____ Given group and/or individual counseling sessions, the student will participate in guidance activities designed to _____

as determined by counselor records.

_____ The student will show an increase in self-esteem as indicated by:

- ☐ improved appearance
- ☐ happier manner
- ☐ more positive feelings about self
- ☐ greater acceptance of praise/criticism
- ☐ increased self-disclosing positive statements
- ☐ increased appropriate emotional response
- ☐ _____
- ☐ increased eye contact
- ☐ increased enthusiasm
- ☐ willingness to try new things
- ☐ acceptance of age appropriate responsibility

as determined by _____

*Indicate status of objective(s) at time of parent conference(s), include date: (A) Achieved (RO) Revision Recommended (CO) Continue Objective (NA) Not Achieved (OGR) On-Going Review and Initial

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Student _____ PSYCHOMOTOR Page _____ of _____

IEP Date _____

PRESENT L.E.V.E OF PERFORMANCE	ANNUAL GOALS	ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals)	On-going Review Of Status Of Objective(s)*
PSYCHOMOTOR The student has appropriate skills in: ☐ Motor Development except for: ☐ jumping ☐ hopping ☐ skipping/galloping ☐ gallop activities ☐ _____ ☐ Perceptual-Motor Skills except for: ☐ bead stringing ☐ imitating body positions ☐ moving in various directions (right,left,etc.) ☐ crossing midline (i.e., draw a BIG circle) ☐ drawing dot-to-dot ☐ copying from chalkboard ☐ balancing on one foot ☐ stepping over ☐ ducking under ☐ going between ☐ _____ ☐ Physical Education (P.E.) Skill Development except for: ☐ fast walking ☐ catching ☐ kicking ☐ skipping ☐ ball striking ☐ throwing ☐ bouncing a ball ☐ jumping rope (solo) ☐ jumping jacks ☐ _____ ☐ Physical Fitness except for: ☐ sit-ups ☐ agility run _____ ☐ flexibility (sitting, touching toes) ☐ pull-ups ☐ arm hang ☐ distance run (6 minute run-walk) ☐ _____ ☐ Team Sports except for: ☐ knowledge and use of rules ☐ team participation ☐ good sportsmanship ☐ _____ ☐ Leisure activities _____ _____ _____	☐ P.1 The student will participate in the ☐ regular P.E. program ☐ modified P.E. program ☐ specially designed P.E. program ☐ _____ ☐ P.2 The student will increase motor development. ☐ P.3 The student will increase perceptual motor skills. ☐ P.4 The student will increase P.E. skill development. ☐ P.5 The student will increase physical fitness. ☐ P.6 _____ _____ _____ ☐ Refer to attached AFE/DIE goals and objectives. PERSON(S) RESPONSIBLE ☐ Regular Education Teacher ☐ Special Education Teacher ☐ Adapted Physical Education Teacher ☐ Student ☐ _____	_____ The student will successfully participate in ☐ regular ☐ modified ☐ specially designed physical education as determined by ☐ report card(s) or (☐) _____ _____ The student will demonstrate increased motor development by increasing ability to ☐ jump ☐ grasp/release ☐ hop ☐ _____ as determined by _____ _____ The student will demonstrate increased perceptual motor development by increasing ability in ☐ bead stringing ☐ copying from chalkboard ☐ crossing midline ☐ balancing on one foot ☐ drawing ☐ _____ as determined by _____ _____ The student will increase physical education skills by increasing ability to ☐ kick ☐ jump rope ☐ skip ☐ catch ☐ strike ball ☐ bounce ball ☐ throw ball ☐ _____ as determined by _____ _____ The student will increase physical fitness skills by increasing ability in ☐ sit-ups ☐ arm hang ☐ agility run _____ ☐ distance run (6 min. run-walk) ☐ flexibility (sitting, touching toes) ☐ _____ ☐ pull-ups ☐ _____ _____ The student will participate in ☐ organized sports ☐ school athletic program _____ ☐ parks and recreation program as determined by _____ _____ The student will earn _____ physical education credits as determined by _____ _____ _____ _____ _____ _____ _____ _____ _____	213 215

*Indicate status of objective(s) at time of parent conference(s), include date: (A) Achieved (RR) Revision Recommended (CO) Continue Objective (NA) Not Achieved (OR) On-going Review and Initial

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Student _____

IEP Date _____

K-12 APE/DIS

Page _____ of _____

PRESENT LEVELS OF PERFORMANCE

PSYCHOMOTOR

Current test information:

TEST (S) _____ DATE _____

COMMENTS: _____

The student exhibits appropriate motor development in:

- ☐ Walking _____
- ☐ Stair Climbing _____
- ☐ Jumping _____
- ☐ Kicking _____
- ☐ Catching _____
- ☐ Ball Bouncing _____
- ☐ Running _____
- ☐ Throwing _____
- ☐ Hopping _____
- ☐ Striking _____
- ☐ All of Above
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

The student exhibits appropriate perceptual-motor skills in:

- ☐ Gross Control _____
- ☐ Imitation of Postures
- ☐ Static Balance _____
- ☐ Dynamic Balance _____
- ☐ Midline Crossing _____
- ☐ Body Parts _____
- ☐ Sequencing _____
- ☐ Left-Right, Under, Between _____
- ☐ Rhythm _____
- ☐ Directionality _____
- ☐ Laterality _____
- ☐ Bead Stringing _____
- ☐ All of Above
- ☐ _____
- ☐ _____

The student exhibits appropriate physical education skill development in:

- ☐ Foam Walk _____
- ☐ Catching _____
- ☐ Kicking _____
- ☐ Skipping _____
- ☐ Throwing _____
- ☐ Dribbling _____
- ☐ Jumping Jacks _____
- ☐ Jumping Ropes _____
- ☐ Use of Playground Equipment _____
- ☐ All of Above
- ☐ _____

The student exhibits appropriate physical fitness levels in:

- ☐ Agility _____
- ☐ Leg Strength _____
- ☐ Abdominal Strength
- ☐ Endurance _____
- ☐ Flexibility _____
- ☐ Upper Body Strength
- ☐ All of Above
- ☐ _____
- ☐ _____
- ☐ _____

The student exhibits appropriate sportsmanship:

- ☐ Plays on Team
- ☐ Follows Directions
- ☐ Works with Teammates
- ☐ Winning and Losing Behaviors
- ☐ All of Above
- ☐ _____
- ☐ _____
- ☐ _____

The student has:

- ☐ Severe Orthopedic Impairment
- ☐ Visual Impairment
- ☐ Limited strength vitality or alertness due to chronic or acute health problems
- ☐ _____

ANNUAL GOALS

- ☐ APE.1 The student will increase motor development
- ☐ APE.2 The student will increase perceptual-motor skills.
- ☐ APE.3 The student will increase physical education skills.
- ☐ APE.4 The student will increase physical fitness.
- ☐ APE.5 The student will improve sportsmanship skills.
- ☐ APE.6 The student will use modified equipment and activities to participate safely and successfully in Adapted Physical Education.
- ☐ APE.7 _____

PERSON RESPONSIBLE:

- ☐ Regular Education Teacher
- ☐ Special Education Teacher
- ☐ APE Teacher
- ☐ Student
- ☐ _____

ANNUAL INSTRUCTIONAL OBJECTIVES (Number to correlate with goals.)

_____ The student will demonstrate improved motor development skills:

_____

_____

by _____% on post-test.

_____ The student will demonstrate improved perceptual motor skills:

_____

_____

by _____% on post-test.

_____ The student will demonstrate improved physical education skills:

_____

_____

by _____% on post-test.

_____ The student will demonstrate improved physical fitness:

_____

_____

by _____% on post-test.

_____ The student will improve sportsmanship:

_____

_____

as measured by ☐ citizenship/effort grade on report card(s) ☐ contract/points earned ☐ teacher(s)/aide observation ☐ _____

_____ The student will successfully participate in adapted physical education as measured by ☐ report card(s) ☐ progress reports ☐ teacher(s) aide/observation ☐ _____

_____

_____

_

STUDENT _____ HEALTH & NURSING Page ___ of ___ Pages

IEP DATE _____

PRESENT LEVELS OF PERFORMANCE HEALTH & NURSING	ANNUAL GOALS	ANNUAL INSTRUCTIONAL OBJECTIVES (Numbered to correlate with goals.)	Check Box(es) of Status as Appropriate*
The student exhibits appropriate: ☐ Strength, endurance, and vital capacity ☐ Weight for body structure ☐ Eating habits ☐ Physical fitness in relationship to disability ☐ Responsibility for own health care ☐ Attendance ☐ Peer interaction ☐ Academic growth ☐ _____ ☐ Student has underdeveloped strength, endurance, and vital capacity. _____ _____ ☐ Student is obese and needs additional guidance in nutritional awareness and participation in a regular exercise program. _____ _____ ☐ Student has special health needs which require modifications of building/equipment. _____ _____ ☐ Student has special health needs which require consultation and visits to new school regarding transition to new program. ☐ Student has special health needs which require communication with health agencies regarding referrals and services which requires parent cooperation and participation. ☐ _____ _____ _____ _____	☐ H.N.1 Student will improve endurance and vital capacity. ☐ H.N.2 Student will maintain or lose body weight. ☐ H.N.3 Student will utilize building modification. ☐ H.N.4 Student will successfully participate in school programs. ☐ H.N.5 Student will successfully transition to new school site. ☐ H.N.6 Student will participate in communication/referral process. ☐ _____ _____ _____ PERSONS RESPONSIBLE: ☐ Health Services Nurse ☐ School Nurse ☐ Counselor ☐ Special Education Teacher ☐ Regular Education Teacher ☐ Student	_____ The student will participate in a specially designed exercise program including kneeling, relaxation, and stretching exercises and will increase strength, endurance, and vital capacity by _____% as measured by Quarterly Peak-Flow Meter Test and nurse observation and records. _____ _____ _____ The student will participate in a planned mini-lecture/discussion and activities program with weekly weighing and caliper measurement as recorded by nurse observation and records. _____ _____ _____ _____ The student will participate in a specially designed exercise program including stretching and toning. _____ _____ _____ The student will demonstrate ability successfully utilize building modification/equipment per teacher/nurse observation. _____ The student will use forward receive health and Nursing/ROS as needed to successfully participate in appropriate school environment. _____ The student will successfully transition to a new school site program by full participation as determined by attendance, grades, citizenship, and teacher/nurse observation. _____ _____ _____ The student will increase knowledge of available health agencies and complete application form, if appropriate. _____ _____ _____ _____ _____ _____ _____ _____	215 219

*Indicate status of objectives at time of parent conference(s), include date: (A) Achieved (R) Revision Required (C) Continue Objective (D) Not Achieved (N) No Longer Appropriate

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WHITTIER UNION HIGH SCHOOL DISTRICT: CAREER ASSESSMENT AND PLACEMENT CENTER

CAREER ASSESSMENT
& PLACEMENT CENTER

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District

8401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

March 17, 1987

Dear :

The Career Assessment and Placement Center (CAPC) is in the process of surveying area employers who are, or have in the past participated in our work training programs. Your company has been selected as one of those we will be interviewing.

The purpose of this survey is to let us know how you feel we are doing. The survey itself takes approximately 30 minutes. A CAPC staff member will be contacting you in the next few weeks to set up a time that is convenient for you to be interviewed for the survey.

We appreciate your cooperation, and thank you for participating with the CAPC's programs.

Sincerely,

Dan Hulbert
Rehabilitation Services Administrator

DH/nh

Surveyor introduce self

This survey is to briefly give us some input on how we're doing and ideas for ways we could improve our program. It will take about 30 minutes, and any feedback you give will be confidential and greatly appreciated.

1. **What are the benefits of working with our program to:**

   a. **the employer/supervisor**

   b. the individual in training

   c. the community

2. What are some of the disadvantages of having individuals from our program at your place of business?

3. If applicable, what kinds of reactions have you had from customers who see and/or deal with individuals from our program?

4. What are some of the strengths and weaknesses you've seen in individuals placed here by our program?

5. Specifically, what problems have individuals from our program had in interacting with co-workers? . . . with his/her supervisor?

6. What were your expectations of individuals and of our program when you agreed to work with us?

7. What did you think our expectations of your organization were in this training?

8. How were individuals from our program socially accepted by co-workers in the beginning?

   How have attitudes changed and why?

9. What support services are you aware of that are available through our program?

10. Could you give us some input about our job coaches, i.e., how do they interact with our trainers, with your employees, and with your customers?

    For the following questions, please use this rating sheet (hand rating sheet) to answer.

11. If applicable, job coaches are effective in training our students/clients.

    4-Always 3-Most of the time 2-Occasionally 1-Never

12. Do you feel that you received enough information on an individual before he/she was placed here by our program?

    4-Always 3-Most of the time 2-Occasionally 1-Never

    (If answer is never, ask: What types of information could we provide you with?)

13. The evaluation forms are useful.

    4-Always 3-Most of the time 2-Occasionally 1-Never

    (If 1 or 2 ask: What changes would you recommend?)

14. Every two weeks is often enough to check on an individual via the evaluation forms.

4-Always 3-Most of the time 2-Occasionally 1-Never

15. Requested assistance is acted upon promptly.

4-Always 3-Most of the time 2-Occasionally 1-Never

16. This program interferes with the normal operations of your business.

4-Always 3-Most of the time 2-Occasionally 1-Never

(If 1 or 2, what can be done to improve the situation?)

17. How can we improve our program to make it more successful for you?

CAREER ASSESSMENT
& PLACEMENT CENTER

TRANSITION PROGRAM
FOR
YOUTH AND ADULTS OF ALL DISABILITIES

Introduction

The goal of this program is to implement and evaluate a model program that demonstrates innovative approaches to facilitating the transition from school to adult life for persons with disabilities. Research and local surveys indicate there is a critical national and local need for providing this population with job placement, independent living skills, continuing education, and community recreation.

This program will implement a model approach through the Career Assessment and Placement Center (CAPC). The Career Assessment and Placement Center is an innovative comprehensive and cooperative program which coordinates and/or provides social, educational, rehabilitation, and vocational services within a public school system to assist individuals who are disabled in reaching their optimum level of vocational and social functioning. The Center's services include Vocational Counseling, Vocational Evaluation, Work Adjustment, Independent Living Skills, and Job Development and Placement. This program will expand and refine services that the Career Assessment and Placement Center has been piloting since 1979. Each component will be evaluated. Dissemination materials will be produced and distributed.

The Transition Program will provide a large group of interested educators, administrators, and parents with answers to the serious problem of assisting persons with disabilities in their transition from school to adult life. The Program is based on research, practical experience, and legislation. The Transition Program will include appropriate identification, Individual Educational Plan (IEP) or Individualized Program Plans (IPP), supplementary services, and parent-family participation. The Transition Program staff will develop five manuals of dissemination materials in Vocational Counseling, Vocational Evaluation, Work Adjustment, Job Development/Placement, and Independent Living.

Overview of the Career Assessment and Placement Center

The Career Assessment and Placement Center is a group of specialists who provide services for students with disabilities in the eight school districts comprising the Whittier Area Cooperative Special Education Program (WACSEP). These districts are as follows:

East Whittier City School District
El Rancho Unified School District
Little Lake City School District
Los Nietos School District
Lowell Joint School District
South Whittier School District
Whittier City School District
Whittier Union High School District

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Independent Living Skills: Provides individuals who are disabled with a practical application of skills and social behavior outside of the classroom in order to maximize their independent functioning in personal and community environments.

Orientation and Mobility: Orientation and mobility instruction is provided to individuals who are visually imaired and multi-handicapped blind in order to safely access the community. The students learn sighted guide, cane technique, and other appropriate orientation and mobility skills.

Program Evaluation: Evaluation is an integral part of program development and improvement. The most important measure is having the individuals become competitively employed and maintain the employment. Attempts will be made to follow the participants in the Program for at least three years to determine the effectiveness of their training.

Program Dissemination: Develop a dissemination package and encourage replication of the model in other schools and/or agencies.

Cooperative Efforts for Success and Maintenance of a Transitional Program

The utilization of various school and non-school personnel is critical in the initial training, as well as the maintenance, of transition to adult life programs. The Career Assessment and Placement Center coordinates the various service providers and agencies involved in the transition process for each individual. Specific personnel involved in the school environment are: Transition Instructor, Independent Living Skills Instructor, Job Development/Placement Specialists, Vocational Counselors, Special Education Aides and Technicians, Attendance Coordinators, Guidance Counselors, Principals and Assistant Principals, Regional Occupational Program (ROP) Administrator and Staff, Transportation Coordinator, and the School Nurse. Non-school organizations that may be involved are: Regional Center, Department of Rehabilitation, Exceptional Children's Foundation, Parks and Recreation Department, Social Security, Public Transportation Agencies, YMCA, and other private or public service agenices.

It is important that all agencies and personnel work together in an effective and efficient cooperative manner to ensure the most successful programs for each individual. Roles and responsibilities must be clearly delineated at the initiation of a program and must be redefined on an ongoing basis to ensure a successful program. The Transition Program is just one step in a lifelong process. Once the initial planning and training has been completed, specific guidelines for program maintenance, monitoring, and change must be developed, and will include input from the individual and all responsible agencies.

For More Information
Contact

Richard L. Rosenberg, Ph.D.
Transitional Project Specialist
Career Assessment and Placement Center
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121, Extension 322

APPENDIX:ADULT AGENCIES AND NON-PUBLIC SCHOOLS

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ALMANSOR EDUCATION CENTER

"Self-Esteem"

Introduction

Who We Are

Since its founding in 1974 as a non-profit organization, Almansor Education Center has been committed to serving children, youth and adults with learning disabilities. Because of the potentially devastating effects of undiagnosed learning disabilities, the Center has actively sought to increase public awareness about the role this "invisible disability" plays in problems at school, at home and in the community. Of average to above average intelligence, individuals with learning disabilities have the potential of being fully able, independent, contributing members of society. Without the opportunity to learn and appropriate educational programs, they remain "at risk" for school failure, truancy, youth suicide and depression, delinquency, substance abuse and future unemployment.

Who Are Individuals "At Risk"

One out of ten American children have learning disabilities. Eighty percent of all second time juvenile offenders have been found to have learning disabilities. Only 60% of students entering kindergarten in California graduate from high school. Twenty-three million Americans read, write and have comprehension skills below the 4th grade level. Teachers, parents, and administrators, alike, are frustrated by the complexity of problems facing individuals with learning disabilities.

At Almansor, we recognize the crucial role learning plays in preparing children to have satisfying, productive lives. Moreover, our ability to produce results with children and youth with complex learning, behavior and emotional problems has a direct impact on parents and professional staff who actually see that success in school can alleviate problems at home and in the community.
Almansor offers three program areas as part of its commitment to serve individuals with learning disabilities:

- Day School Program
- Community Services Program
- Professional Training and Research Program

Our Philosophy

Who We Serve

Almansor is centrally located in Alhambra. We receive referrals, funding and contracts from 25 school districts; three Supervisoral Districts; the Probation Departments of Los Angeles, San Diego and Riverside Counties; The Department of Mental Health; Regional Centers; The Department of Rehabilitation; The Department of Children's Services, as well as many private facilities and practitioners in the San Gabriel Valley. In addition, the Center serves as a practicum and training site for seven colleges and universities in the fields of education, speech and language therapy, communication disorders, psychology; marriage, child and family counseling and adaptive physical education.

Our Results

One of Almansor's strengths is its ability to produce academic progress, improved attendance and improved citizenship among students with histories of school failure and behavioral problems. However, as important as these results are, our emphasis on enabling each student to discover his or her own value as a human being and to discover that learning is a key to success in later life has far greater implications. At Almansor, we believe that people must have the tools to think for themselves, act independently and contribute constructively. To be successful in the future, our students need the ability to learn *all* the time. Our goal is not that our students come to the workplace knowing all they have to know. Rather, we want our students to know how to figure out what they need to know, where to get the support or information they need and how to communicate and make meaning out of it. More importantly, our goal is that our students leave Almansor with values that enable them to use their skills effectively in their relationships with their families, their friends, their teachers, their employers and their community.

Self-Esteem

Individuals with problems often see themselves as "retarded," "different," "stupid," "lazy," "failures," or "bad." Almansor combines professional skills, innovative programs and personal caring so that each person is treated and experiences himself, as:

- unique
- committed
- productive
- persistent

- successful
- effective
- responsible

At Almansor we enable individuals to shift their views of themselves from failures to successes. This shift in self-esteem is an important key to opening up future possibilities for learning.

Learning

Often as adults we forget that for children, school is their job in life. When children fail at school, they often feel they are failing at life. We have found that a primary cause for school failure, and later failure in life, is undetected learning disabilities. At Almansor, each student's learning style is assessed so that a curriculum can be designed to meet his particular learning needs. Care is given so that each task or activity fosters critical thinking skills. The emphasis is on providing opportunities for accomplishment and success.

Responsibility and Choice

When individuals begin to think for themselves and experience success, they begin to see themselves as able and responsible. Responsibility is an often used and little understood word. At Almansor, individuals are enabled to set goals, commit to a course of action, and experience the consequences of their choices and decisions. Out of this, their ability to see themselves as *responsible* and *able* increases dramatically.

Effective Action

When individuals are responsible for their choices in life, new possibilities for effective action emerge at home, at school and in the community. Enabling individuals to see new possibilities for effective action is an important component of the Almansor approach.

Our Program

Our Day School Program

Our Day School Program provides basic education, related services and enrichment activities. We serve children 2½ through 18, as well as young adults who require pre-vocational and independent living skills training. Almanson offers courses leading to completion of high school requirements and graduation. In addition, Almanson offers small group and individualized related services. These services, designed to strengthen the overall effectiveness of these students' educational program, include:

- Counseling
- Speech and Language Therapy
- Adaptive Physical Education
- Vocational Counseling
- Educational Therapy

At Almanson, we provide students with opportunities for full self-expression and participation. Our Day School Program offers enrichment activities including:

- Computer Lab
- Woodshop/Auto Shop
- Work Experience Program
- Fine Arts Lab
- Cooking and Nutrition Program
- Sports and Recreation Program

Our Community Services Program

Our after-school Community Services Program offers a variety of assessment, intervention and referral services to children, youth, adults and families "at risk." These services, include:

- Educational Therapy
- Speech and Language Therapy
- Individual, Group and Family Counseling
- Vocational Counseling
- Movement and Recreational Therapy
- Parent Training

These services, utilized in combination with the various on-going projects undertaken by the Center in response to community needs, include:

- Mental Health Project
- Delinquency Prevention Project
- Child Abuse Prevention Project
- Supported Employment Project

"Responsibility and Choice"

Our Training & Research Program

A primary goal of our program is to share proven techniques for working with individuals "at risk" with professionals in the fields of education, mental health and criminal justice.

To that end, Almanzor has provided over 3,000 hours of training in seminars and workshops. In addition, we offer private consultation to many public and private agencies in Los Angeles County. Over seven colleges and universities utilize our Center's professional expertise and facility as a practicum site. Interns and student teachers receive specialized, individualized training in our philosophy, methods and techniques. Almanzor staff has made presentations at over 50 professional conferences since 1974, and has published extensively in professional journals. Our Professional Advisory Board serves in an advisory and development capacity to forward the Center's work. This board of over 30 professionals includes educators, judges, psychiatrists, law enforcement officials, psychiatric social workers, learning disabilities specialists, criminal justice personnel, physicians, neurologists, psychologists, speech pathologists, and adaptive physical education specialists.

Almanzor staff offer consultation, training and professional workshops in six project areas: School Failure, Abuse and Neglect, Behavior, Emotional and Psychiatric Problems; Delinquency; Drug and Alcohol Abuse; and Lack of Job Skills and Unemployment. These workshops focus on:

- Identification, assessment and treatment of individuals "at risk" in education, mental health and juvenile justice settings
- Parenting Skills and Family Intervention
- Staff and Organizational Development: Staff Communication and Management, and Organizational Philosophy
- Community Involvement and Industry/Education Partnerships

The Center's particular areas of expertise include: Organizational Philosophy; Learning Disabilities; Language and Learning; Behavior Management; Crisis Intervention; Communication Skills (Parent, Staff, Client);

Our Staff and Community Support

Our Professional Staff

Almanor is a comprehensive, fully-accredited program. Our multi-disciplinary professional staff includes fully licensed and credentialed special education teachers, social workers, marriage and family counselors, a clinical psychologist, a speech pathologist, adaptive physical education specialists, speech and language therapists, as well as other certificated personnel.

Nancy Lavelle, Ph.D. co-founder and Executive Director brings to the Center over fifteen years experience as an educator and administrator working with children and youth "at risk." She received her Ph.D. in Special Education from UCLA. She has been on the faculty at California State University, Los Angeles and has served on the boards of various professional and international organizations. Her areas of professional interest and expertise include: educational philosophy, organizational development and crisis intervention. She has conducted numerous workshops and presented professionally before the American Psychological Association, the National Association of School Administrators, the Association for Children with Learning Disabilities and the Council for Exceptional Children.

Community Involvement

Over 75 regular volunteers participate on the various boards and committees sponsored by Almanor's Board of Directors and Board of Trustees. There are many levels of participation available to individuals who would like to contribute their personal or financial resources to the Center's Programs and activities. Among the opportunities are the:

Parent Advisory Council – provides social, informational and fund-raising opportunities for parents of students attending the Day School

Professional Advisory Board – a multi-disciplinary group offering advice and expertise that forwards the Center's mission and activities

Almanor Alliance – an active, fund-raising group which sponsors events and activities that support the Building and Endowment Funds

Almanor Auxiliary – offers opportunities for volunteers to work directly with students and staff in our Day School Program. The auxiliary also sponsors our annual Scholarship Fund Drive and Dinner which provides scholarships to individuals who would otherwise be unable to utilize the Center's Services.

"Effective Action"

Enrollment, Participation and Fees

Enrollment and Participation

If you are interested in enrolling someone in one of our programs or participating in other Center activities please call our office at (818) 282-9131 or 282-6194. The intake procedure includes a personal interview to determine how we can best meet the needs of the individuals involved.

Tuition and Fees

Day School Program – Since the passage of Public Law 94-142, The Education of All Handicapped Children Act, nearly all students referred to our Day School Program are funded through public school districts. Funding includes the basic education program, related services, and transportation. If a child does not qualify for public school funding, tuition may be paid privately. The preschool and adult programs are funded through Regional Centers and Department of Rehabilitation. A limited number of scholarships are available.

Community Services Program – Fees for assessment, treatment and referral services are based on an hourly fee scale. Private parent-paid fees and insurance are accepted. Eligible children, adults or families may qualify for services funded by the Regional Centers or Department of Rehabilitation. Scholarships are available for the Delinquency Prevention Project through a contract with the Los Angeles County Justice System Subvention Program. Other projects are funded through fees, grants or contracts.

Training and Research – Projects are funded through joint grants, contracts, seminar, workshop and consultation fees. A major goal of the Center is to work collaboratively with other agencies in the education, mental health and juvenile justice fields to develop joint projects that address the complex issues facing individuals "at risk" in our society.

Almansor Education Center

... a non-profit, non-sectarian, non-discriminatory program serving children, youth and young adults with learning disabilities and their families. Almansor does not discriminate on the basis of race, color, national or ethnic origin in the administration of its admission, education, hiring, and training policies.

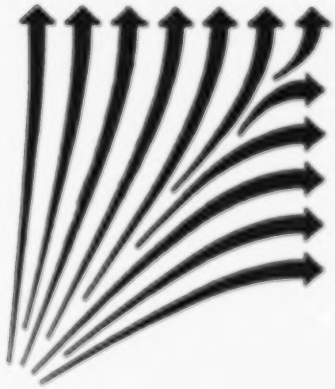
- Licensed by the California State Department of Health
- Certified by the California State Department of Education
- Accredited by the California Association of Private Special Education Schools

Call 818-282-6194 or 818-282-9131 for further information.

CAREER ASSESSMENT AND PLACEMENT CENTER

GUIDE TO COMMUNITY RESOURCES

Places To Go



Things To Do

People To See

CAREER ASSESSMENT AND PLACEMENT CENTER
9401 SOUTH PAINTER AVENUE
WHITTIER, CA 90605

1987

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CAREER ASSESSMENT
& PLACEMENT CENTER

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

Dear Student:

As you leave high school and prepare for your future, we at the Career Assessment and Placement Center would like to assist you in reaching your goals . . . to do those things you want most to do . . . to become who you want to be.

We want you to use this guide to assist you along the road to a happy and prosperous future. If, after you leave high school, you have any questions or want counsel, please feel free to contact the the Career Assessment and Placement Center at (213) 698-8121, extension 303.

Good luck in your future!

Sincerely,

Dan Hulbert
Rehabilitation Services Administrator

DH:jk

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SOCIAL-RECREATIONAL

ALMA FAMILY SERVICES
3839 Selig Place
Los Angeles, CA 90031
(213) 223-5850

Age Served: 12 and Over
Hours: 8:30 - 5:00
Services: Social-recreational program promoting physical, social, and cognitive development. Coordinates dance, craft, bowling, and Jack LaLanne activities. Saturday Program.

Self-Referred

CITY OF WHITTIER/PARKS AND RECREATION
7630 South Washington Avenue
Whittier, CA 90602
(213) 945-8205, ext. 431
Friday Night Club - 2nd and 4th Friday of Month (18 and over)
Tuesday-Game Night (Palm Park), 7:00 p.m. - 9:00 p.m.

Age Served: 15 and Over
Hours: 8:00 - 5:00
Services: Friday Night Club--outings for young adults and bus trip once a month.

Self-Referred

EXCEPTIONAL CHILDREN'S FOUNDATION
3750 West Martin Luther King Jr. Boulevard
Los Angeles, CA 90008
(213) 290-2000, ext. 229

Age Served: All Ages
Hours: 8:00 - 4:30
Services: Special education program for elementary and secondary students; artistic education program.

Self-Referred

INTERCOMMUNITY BLIND CENTER, INC.
7702 South Washington Avenue
Whittier, CA 90602
(213) 945-8771

Age Served: All Ages
Hours: 9:00 - 5:00; evening cooking class for youth
Services: Information and referral, counseling, craft classes, homemaking skills classes, cooking classes, recreational outings, talking books lending library, visual aids.

Self-Referred

COUNSELING

EL CAMINO MENTAL HEALTH
11721-A Telegraph Road
Santa Fe Springs, CA 90670
(213) 949-8455

Age Served: 18 and Over
Hours: Monday, Thursday, and Friday: 8:00 - 5:00
Tuesday and Wednesday: 8:00 - 7:00
Services: Individual and group counseling; adolescent group counseling on self-esteem.

Call to make an appointment

FAMILY SERVICE
7702 South Washington Avenue #C
Whittier, CA
(213) 698-7941

10016 Pioneer Boulevard #110
Santa Fe Springs, CA 90670
(213) 949-9691

Age Served: 6 and Over
Hours: Monday: 9:00 - 9:00
Tuesday and Wednesday: 9:00 - 5:00
Thursday and Friday: 9:00 - 9:00
Services: Individual and family counseling

Call to make an appointment

HELPLINE YOUTH COUNSELING
12330 East Firestone Blvd.
Norwalk, CA 90650
(213) 864-3722

Age Served: All Ages (Youth/Family Counseling)
Hours: Monday through Friday: Appointment Only
Services: Individual, family, and group counseling; emergency counseling available; transportation provided if needed.

PROJECT INFO
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-9436

Age Served: All Ages
Hours: 8:30 - 4:30
Meetings: Tuesday/Thursday - Family Communication Skills Program
Services: A family communication program in which families attend weekly meetings to establish cohesiveness within family members, building understanding and respect.

REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED
13213 East Penn Street
#410
Whittier, CA 90602-1718
(213) 698-0146

Age Served: All Ages
Hours: 7:30 - 4:00
Services: Information and referral; diagnosis and evaluation; early intervention program; individual program planning; advocacy.

WHITTIER HEALTH CENTER
Parent Anonymous
7643 South Painter Avenue
Whittier, CA 90602
(213) 698-6251

Hours: 8:00 - 5:00
Services: Parent group for help with parenting. Group meetings as announced.

EDUCATION

CERRITOS COLLEGE (Community Services)
11110 East Alondra Boulevard
Norwalk, CA 90650
(213) 860-2451, ext. 521

Age Served: 4th Grade to Adult
Hours: Monday through Thursday: 8:00 a.m. - 7:30 p.m.
Friday: 8:00 - 4:30
Saturday: 8:00 - 12:00
Services: Resource center offers support services to integrate and mainstream; registration assistance; placement test assistance; campus orientation; instructor liaison; tutoring; note taking; test taking assistance.

Call or walk-in application
Not difficult to get inter-city permit

CERRITOS COLLEGE VOCATIONAL EDUCATION PROGRAM
(aka Satellite Program)
Rancho Los Amigos Hospital
12929 Laurel Street
Downey, CA 90242
(213) 940-7728

Age Served: 18 and Over
Hours: 8:00 - 12:00
8:00 - 10:30 (M-Th year-round)
Services: Instructional program in business courses, service occupations, teacher aide, landscape. Offer job sites with work experience in hospital.

Referred through Department of Rehabilitation or Regional Center

RIO HONDO COLLEGE
3600 Workman Mill Road
Whittier, CA 90608
(213) 692-0921, ext. 239

Age Served: 18 and Over
Hours: 8:30 - 3:00
Services: Remedial math and reading program; assist in registration.

WHITTIER ADULT SCHOOL
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121, ext. 368

Age Served: 18 and Over
Hours: Monday through Friday: 9:00 - 12:00
Monday through Thursday: 7:00 p.m. - 10:00 p.m.
Monday through Wednesday (summer only): 7:00 - 10:00 p.m.
Services: Academic skills to earn credits for high school diploma.

WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM
8036 South Ocean View Avenue - Room 8
Whittier, CA 90605
(213) 945-6431

Services: **Coordinate special education programs offering quality education for exceptional individuals throughout the Greater Whittier Area. Consultation and support services.**

WHITTIER AREA PARENTS ASSOC. FOR DEVELOPMENTALLY HANDICAPPED
10625 South Santa Gertrudes
Whittier, CA 90603
(213) 943-0291

Age Served: 21 and Over
Hours: 9:00 - 3:00
or
10:00 - 4:00
Services: Day activity center

Referred through Regional Center

WHITTIER COLLEGE READING CENTER
Platner Building
Founders Hill Road
Whittier, CA 90601
(213) 693-0771, ext. 270

Age Served: All age students
Services: Remedial reading
Hours: Monday through Thursday: 2:30 - 5:30

VOCATIONAL

CAREER ASSESSMENT AND PLACEMENT CENTER
Sierra Education Center
9401 South Painter Avenue
Whittier, CA 90603
(213) 698-8121, ext. 307

Hours: 7:30 - 4:30
Services: Career education, vocational counseling, vocational evaluation, work adjustment, job placement, independent living skills, and driver's education.

DEPARTMENT OF REHABILITATION
13213 Penn Street - Room 430
Whittier, CA 90602
(213) 698-8381

12440 East Firestone
Suite 213
Norwalk, CA
(213) 864-6321

Age Served: 16 and Over
Hours: 8:00 - 5:00
Services: Vocational counseling, work experience, vocational training, physical restoration services, transportation, tools, equipment, uniforms, etc., for training or placement; job placement services, follow-up on placement and post-employment services.

EMPLOYMENT DEVELOPMENT DEPARTMENT
7240 Greenleaf Avenue
Whittier, CA 90602
(213) 945-1011

Age Served: 16 and Over
Hours: 8:00 - 5:00
Services: Job services; job placement.

GOODWILL INDUSTRIES
342 San Fernando Road
Los Angeles, CA 90031
(213) 223-1211

Age Served: 16 and Over
Hours: 8:00 - 4:30
Services: Sheltered workshop, assembly, cafeteria, shipping and receiving, sorting, textiles, clothing, furniture. Weekly evaluation.

LINCOLN TRAINING CENTER
2162 North Lone
South El Monte, CA 91733
(818) 442-0621

Age Served: 18 and Over
Hours: 7:45 - 4:15
Services: Sheltered workshop, independent living skills, speech.

Referral through Regional Center

LOS ANGELES COUNTY EPILEPSY SOCIETY
TAPS Training and Placement Services
2911 West Eighth Street
Los Angeles, CA 90057
(213) 383-7337 / 383-3674 (TAPS Line)

Hours: 9:00 - 3:00
Services: Counseling, job seeking skills workshops and job clubs; placement assistance, social services.

NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM
2360 West La Palma
Anaheim, CA 92801-2397
(714) 776-2170

Age Served: 16 and over
Hours: 8:00 a.m. - 3:00 p.m.
Services: Job training program in drafting, nursing, and other trades.

PAR EAST WORKSHOP
8707 Sorensen
Santa Fe Springs, CA 90670
(213) 945-1366

Age Served: 18 and Over
Hours: 8:00 - 4:30
Services: Work experience, work evaluation, work adjustment.

Referred through Regional Center

PENN REHABILITATION CENTER
12360 Penn Street
Whittier, CA 90602
(213) 696-7316

Age Served: 18 and Over
Hours: 8:00 - 4:00
Services: Work experience program. Provides long-term vocational and social development in a realistic work environment to evaluate and improve habilitation potential.

Referred through Regional Center or Self-Referred

SAN GABRIEL VALLEY TRAINING CENTER
600 Covina Boulevard
La Puente, CA 91746
(818) 968-8679

Age Served: 18 and Over
Hours: 8:00 - 4:30
Services: Factory assembly, medical housekeeping, horticulture, food service, computer, electronic assembly, clerical.

Referred through Regional Center

SOUTHEAST WORK TRAINING CENTER
9301 Washburn Road
Downey, CA 90242
(213) 803-3391

Age Served: 18 and Over
Hours: 7:13 - 3:43
Services: Work activity center in food service and assembly work; paid on piece rate basis. Adult education.

Referred through Regional Center

TRI-CITIES REGIONAL OCCUPATIONAL PROGRAM
9401 South Painter Avenue
Whittier, CA 90603
(213) 698-9371

Age Served: 16 and Over
Hours: 7:30 a.m. - 12:00 p.m.
Services: Job training program in auto, business, and other trades.

VALLEY VOCATIONAL CENTER
320 North Willow
La Puente, CA 91746
(818) 968-4638

Age Served: 18 and Over
Hours: 8:00 - 2:30
Night Classes: 6:00-10:00
Services: Sheltered workshop. Teach cafeteria, custodial, gardening, and assembly work. Work evaluation.

Referred through Regional Center for sheltered workshop

SUPPORT GROUPS

DEPARTMENT OF PUBLIC SOCIAL SERVICE
12727 Norwalk Boulevard
Norwalk, CA 90650
(213) 864-8341

Hours: 8:00 - 5:00
Services: Medical assistance; food stamp program; protected services (child abuse).

EASTER-SEAL SOCIETY
209 East Alameda Avenue #102
Burbank, CA 91502
(818) 848-3999

Hours: 8:30 - 4:30
Services: Stroke resocialization program; community living skills center; social services.

CLAD (Greater L.A. Council on Deafness)
7700 Orangethorpe Avenue #7
Buena Park, CA 90621
TTD & Voice: (714) 523-7730

Hours: 8:30 - 5:00

616 S. Westmorland Ave., 2nd Floor
Los Angeles, CA 90005
TTD & Voice: (213) 383-2220

Hours: 8:30 - 5:00

SOCIAL SECURITY OFFICE
7227 South Greenleaf Avenue
Whittier, CA 90602
(818) 575-7963

Hours: 9:00 - 4:00

UNITED CEREBRAL PALSY
3020 West Harvard
Santa Ana, CA 92704
(714) 546-5761

Hours: 8:30 - 5:00

TRANSPORTATION

BICYCLE LICENSING	Contact Local Fire Station
DEPARTMENT OF MOTOR VEHICLES 9331 Painter Avenue Whittier, CA	Appointments Only: 945-1131 Other Information: 744-2000
LA HABRA DIAL-A-RIDE	943-6776
LA MIRADA DIAL-A-RIDE (Physically Handicapped)	943-6776
ORANGE COUNTY DIAL-A-LIFT	943-6776
ORANGE COUNTY TRANSIT	(714) 636-7433
RTD BUS LINE	699-0954 626-4455 (818) 443-1307
SANTA FE SPRINGS **FREE TRAM**	868-0511 Ext. 217
WHITTIER DIAL-A-RIDE (Physically Handicapped) 13230 Penn Street Whittier, CA	698-2551 (Service Card) 694-3909 (Service)

THE CITY

CITY Program - Joint Project of Burbank, Glendale and La Canada School Districts
1700 East Mountain Street, Glendale, California 91206 — 818-246-CITY

1986-1987 Program Update

The CITY Program, serving Burbank, Glendale, and La Canada Unified School Districts, provided services to over 400 students in the past year. These services included: employment and educational support, applied academic instruction, counseling, and transition from school to adult life planning.

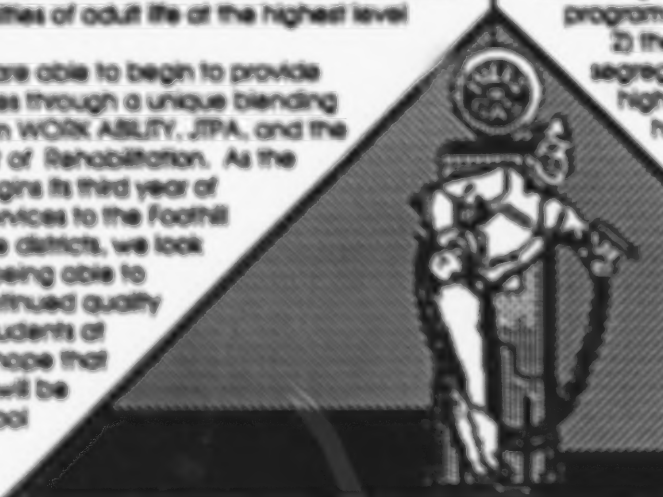
During the 1986-87 school year the program made a major commitment to provide services to students and adults alike. Our goal is to provide a natural continuum of services, to, in effect GUARANTEE employability for students leaving the public school system who face barriers to their employment. It is no longer acceptable to allow students with special needs who have received educational services to leave school unable to deal with the realities of adult life at the highest level possible.

We are able to begin to provide these services through a unique blending of funds from WORK ABILITY, JTPA, and the Department of Rehabilitation. As the Program begins its third year of providing services to the Foothill SELPA's three districts, we look forward to being able to provide continued quality service to students at risk. It is our hope that all students will be leaving school to active, productive adult lives.

This year saw two significant changes for students with severe handicaps:

1) the beginning of CITY Program's Adult Component - The Adult Program began in November and now has 27 placements and at least another 30 in the process of being placed. The Adult Component has given us an ability to ensure long term follow-up for students who are graduating from the school program and are already employed for at least 20 hours a week. Incidently, 80% of this year's graduates are leaving school employed! The adult program has also given us a unique perspective. We now can see the Adult Service world, what is needed by the adult service agencies and can bring that information back to the school age program to help students get ready.

2) the move of students from a centralized, segregated special school to home community high school programs. The staff and students have done an excellent job. Parents are encouraged and excited about their students going to school near their homes, learning and participating in the local community. We have seen a great deal of growth in the students. They have taken on a new attitude toward school. They are going to classes, going to work, and using community facilities.



CITY Program provides EDUCATIONAL INTERVENTION and TRANSITION services in the areas of EMPLOYMENT, APPLIED ACADEMICS, and INDEPENDENCE to individuals who may face severe barriers to their active, productive participation in adult life. The Program's Supported Employment services also are provided to adults with moderate to severe disabilities.

✓ 1986-87Program support services provided to over 400 students

✓ WORK ABILITY Vocational Education & Work Experience Summer School program to begin this summer.

✓ 80% of this year's graduates from the SH program are already employed for at least 20 hours per week and for at least minimum wage.

✓ CITY Program's Video makes its debut - "Supported Employment - The Competitive Edge" has been completed. The video is available for showing. Just call the CITY Program Office at (818)-246-CITY if you would like to be able to use the tape.

✓ The Department of Rehabilitation and the CITY Program has entered into a Cooperative Agreement to provide TRANSITION services to all eligible students in the Burbank, Glendale and La Canada School Districts.

✓ La Canada Thursday Club honors CITY Program with a generous donation.

✓ CITY begins to work toward the development of a program for the new vendorization category - Integrated Work and Supported Life. It's the program's objective to develop exemplary transition programming for individuals regardless of the level of disability.

✓ La Canada Women's Club honors CITY Program with a generous donation.

Data Collection & Program Management

Computer Data-base management of Supported Employment Programs

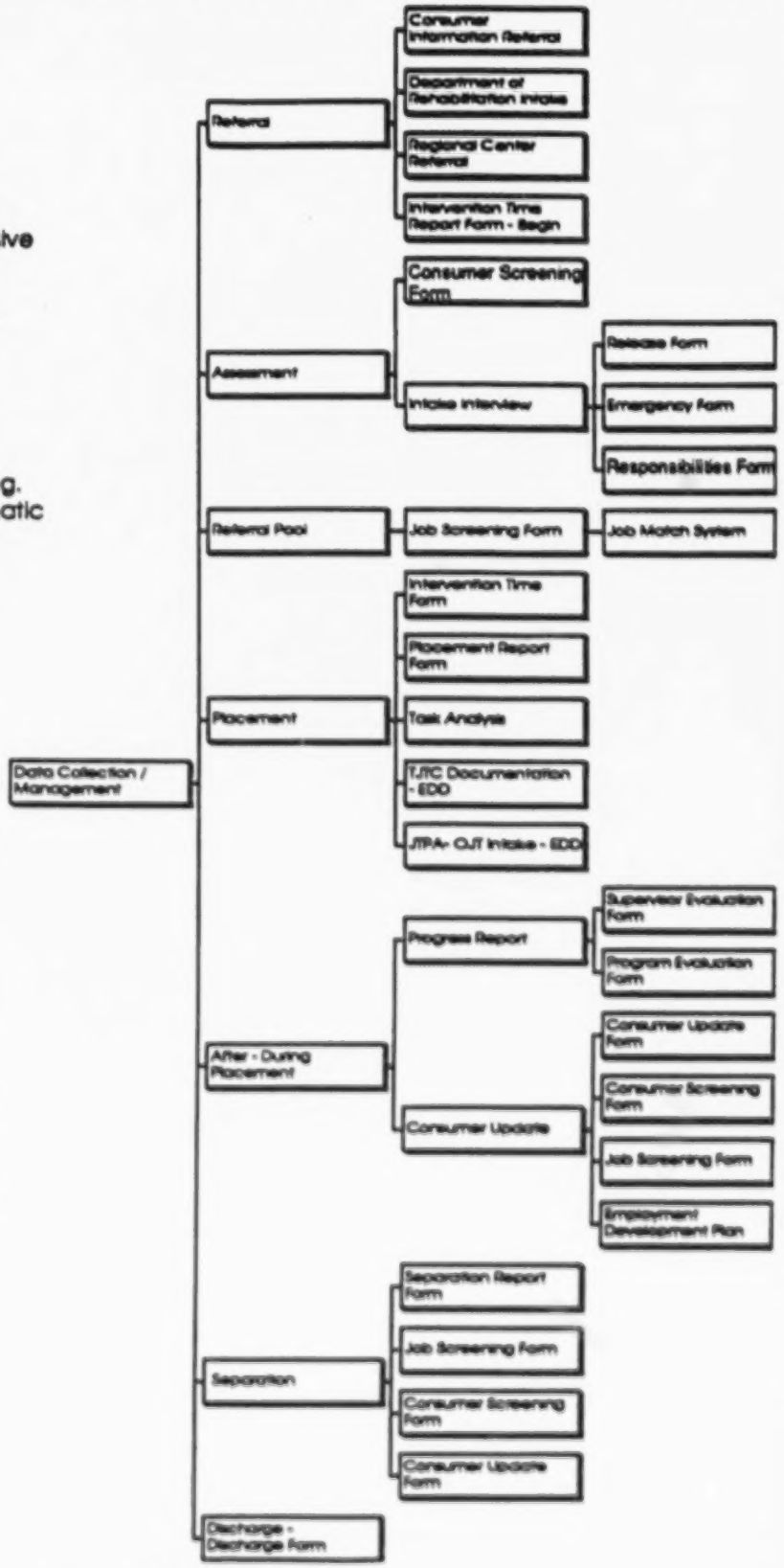
During March, the CITY Program had the opportunity to work with the Rehabilitation Research and Training Center's staff in the development and use of their comprehensive data collection system. RRTC's staff (Paul Wehman, John Kregel, Mark Hill, David Banks, Mike Schafer and Martha Rice) took time to work with the program on setting up a data collection and management system that will be used to collect data on our students and adults who are receiving services under the supported employment model. The two day session was outstanding. The outcome of this project will be a systematic look at the services that the progam offers to its consumers. Data will be collected as indicated in the chart at the right. A data collection time table has been developed to insure that information will be collected on all consumers on a regular basis.

The Data Collection and Management System that has been developed mirrors the system that RRTC uses so that data can be analyzed in a similar fashion. It is important to note that we have begun to methodically collect data from initial screening through discharge from the program. Longitudinal data will be collected not only to report placement but wages, hours, long term retention rates, and most importantly, cost-benefit analysis.

The collection of data is of utmost importance. As supported employment moves from the university-based model to a service delivery system of choice, data needs to continually be collected. It is also important to collect data that can be compared to the research data.

The real test is for the second generation programs to consistantly collect data. It is too easy to provide programming and lose sight of how and what was done to provide services.

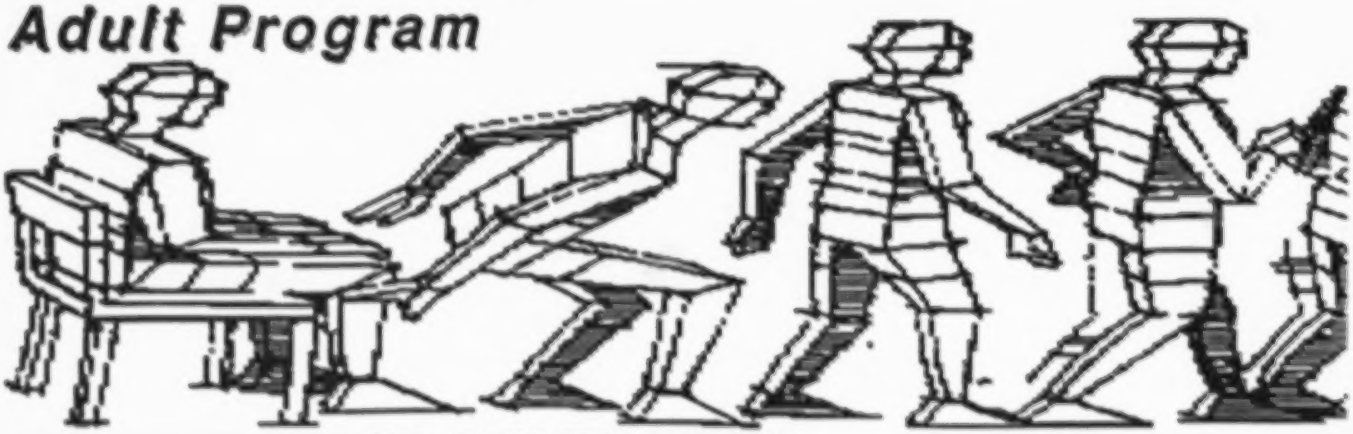
The data will be reported in our upcoming newsletters. Our hope is that through the reporting of data we can further display the real opportunity that supported employment offers to consumers.



CITY Supported

EMPLOYER	JOB	START DATE	HRS. WEEK	HRS. Worked	INCOME Approximate	WAGE	TRAINING Hours
S.C. Radiology*	Filing, Copying	11/3/87	20	426	$1,427	$3.50	200
Taco Bell	Food Preparation	2/9/87	20	238	$ 797	$3.50	163
Carl's Jr	Food Preparation, Counter	4/1/87	35	86	$ 288	$3.35	78
Taco Bell*	Counter, Food Preparation	5/9/87	20	JUST PLACED		$3.35	
Security Pacific Bank	Microfilming, mail	5/12/87	40	JUST PLACED		$5.50	
McDonalds*	Lobby Person	5/15/87	20	JUST PLACED		$3.50	
Hilton - Pasadena	Diswashing, Food Prep.	11/9/86	35	560	$2,016	$3.90	117
Burger King	Food Preparation	11/3/86	30	486	$1,702	$3.50	177
Burger King*	Food Prep., Lobby Person	11/3/86	25	474	$1,659	$3.50	153
Taco Bell*	Food Preparation	12/2/86	25	483	$1,619	$3.50	179
Glendale Galleria*	General Maintenance	11/21/86	20	445	$1,780	$4.00	172
Taco Bell	Counter	1/10/87	35	287	$ 961	$3.50	90
Taco Bell*	General Maintenance	3/9/87	20	119	$ 398	$3.35	121
'nocal	Gas Attendant	5/18/87	30	JUST PLACED - Commission			
ſaco Bell	General Maintenance	12/4/86	20	344	$1,152	$3.35	145
Taco Bell	Counter	4/7/87	20	132	$ 442	$3.35	179
La Canada Pet Clinic*	Maintenance	1/3/86	10	SECOND JOB		$3.35	
Pizza Hut*	Dining Room Prep.	12/3/87	25	322	$1,078	$3.50	74
Unocal*	General Maintenance	1/5/87	20	337	$1,179	$3.70	173
L.A. Ole	Stocking, Food Preparation	5/4/87	40	JUST PLACED		$3.35	
Carl's Jr.	Counter	4/21/87	20	JUST PLACED		$3.35	
Pizza Hut*	Food Preparation	3/6/87	20	148	$ 497	$3.35	144
Taco Bell	Food Preparation	3/30/87	20	64	$ 214	$3.35	52
Carl's Jr.	Counter	5/13/87	35	JUST PLACED		$3.35	
Sheridan Nursery*	Watering	3/17/87	20	131	$ 524	$4.00	167
Jacobs Engineering	Copying	6/3/87	40	JUST PLACED		$5.00	
Dr.. Druciel Ford	Filing, Phone Answering	6/3/87	40	JUST PLACED		$5.00	

Adult Program

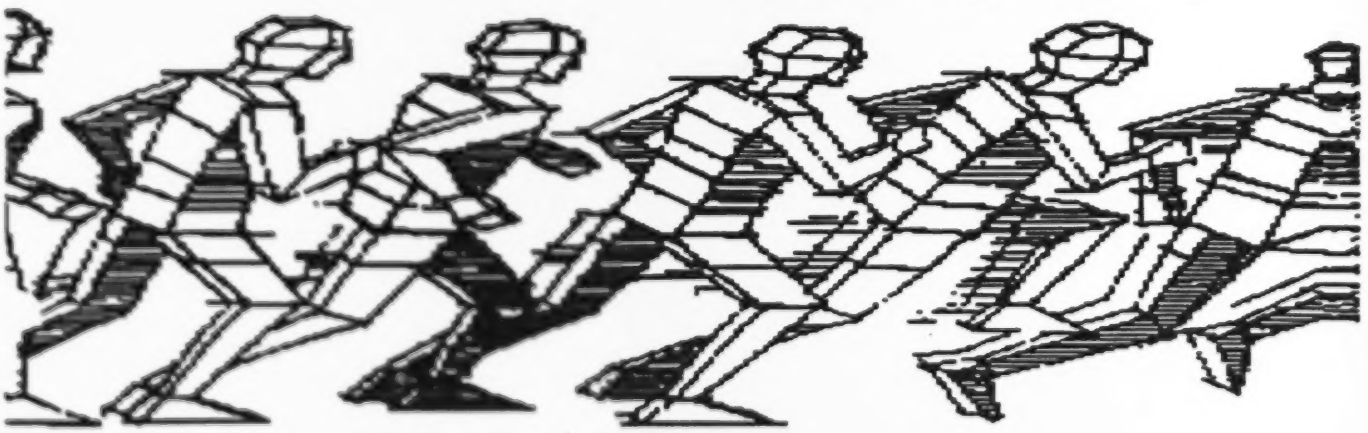


* INDIVIDUALS WHO WERE AT ONE TIME ENROLLED IN THE SCHOOL-AGE PROGRAM.

Program Employment

EMPLOYER	JOB	START DATE	HRS. PER WEEK	WAGE
Cluck-In-The-Bucket	Food Preparation	5/1/86	15	$3.35
Burger King	Lobby Preparation	4/1/87	10	$3.35
Burger King	Broiler Operator	2/1/87	15	$3.35
Pizza Hut	General Maintenance	7/1/86	15	$3.35
Bow Tie Cleaners	Dry Cleaning	7/1/86	15	$3.50
Shakey's Pizza	General Maintenance	7/1/86	15	$3.35
Foothill VW	Mechanic's Assistant	7/1/85	40	$3.70
Round Table Pizza	General Maintenance	9/1/86	15	$3.35
Calif. Highway Patrol	Filing	4/1/87	10	$3.35
Burger King	Broiler Operator	4/1/87	15	$3.35
Burger King	Busing	5/1/87	10	$3.35
Pizza Hut	Dining Room Preparation	1/5/87	15	$3.35
Burger King	Broiler Operator	1/5/87	15	$3.35
McDonald's	Dining Room Preparation	10/1/86	25	$3.50
La Crescenta Nursery	Watering	5/1/87	20	$3.35
Mc Donalds	Lobby Person/ Busing	11/15/86	15	$3.35
Moe Plumbing	Stocking, Maintenance	12/1/86	15	$3.35
McDonalds	Busing	5/1/86	15	$3.35
Marsan Optique	General Maintenance	11/1/86	15	$3.35
Bob's Big Boy	Busing	12/5/86	15	$3.35
Taco Bell	Food Preparation	6/10/86	15	$3.35

School-Age Program



Adult Program Services

The CITY Program's overriding goal is to provide a new system for the individual adult with handicaps who may require some sort of on-going support in order to be an active, productive member of society. The benefits to the adult include 1) increased expectations of peers 2) increased ability to experience and learn through a spectrum of services, 3) increased opportunity for transition to on-going unsubsidized work and increased earnings, 4) change in the societal attitudes through interactions with adults with handicaps who are active, productive members of society. It is the goal of this program to move as many individuals as possible into the community and to provide the appropriate support necessary to maintain these individuals in these new integrated settings.

The key PROGRAM OBJECTIVES:

1. EMPLOYMENT - The purpose of the program is employment, with all the regular outcomes of having a job. Wages, working conditions, and job security are key considerations. The employee carries the status of being a member of the workforce.

2. ONGOING SUPPORT - The focus is on providing the ongoing support required to get and keep a job, rather than on getting a person ready for a job sometime in the future.

3. JOBS NOT SERVICES - Emphasis is on creating opportunities to work, rather than providing services to develop skills. Assistance and support are comparable to normal provisions for any worker in a well managed business.

4. SOCIAL INTERACTION - Social integration can occur at work with co-worker, supervisors, and others. Contact and relationships with people without disabilities can occur near work during lunch, breaks, or non-work hours as a result of wages earned.

5. CRITICAL SKILL INSTRUCTION - In addition to employment services, the consumer can receive instruction in money management, and independent living instruction as needed.

6. VARIETY & FLEXIBILITY - Supported employment does not lock workers into one or two employment options. It is flexible because there are a wide range of jobs in the community.

School-Age Program Transition Services

The School-Age Component's goal is to provide ALL educational services needed for students to leave school with skills that will allow them to be active and productive adults. The services include: APPLIED ACADEMICS, EMPLOYMENT, EMPLOYABILITY SKILLS TRAINING, INDEPENDENCE TRAINING and TRANSITION FROM SCHOOL TO ADULT SERVICE PLANNING.

WHAT WE ARE

CITY works to develop each student to his/her potential so that no matter the level of disability or the barriers that may be faced, the student can work and live a fulfilled life as independently and as productively as possible. To do this we must provide training in a variety of services including applied basic academic skill, community independence and survival skills, employability skills, on-the-job training, long term follow-up and TRANSITION from school programming to adult life. It is our responsibility to work with the student, parents and regional center counselors to develop a program that will not only meet the student's immediate needs but also future needs.

WHAT WE ARE NOT

We are not just a work program. It may be easy to classify the program as a work program. But through the added services that are being provided we are working to develop a total individual.

APPLIED ACADEMICS

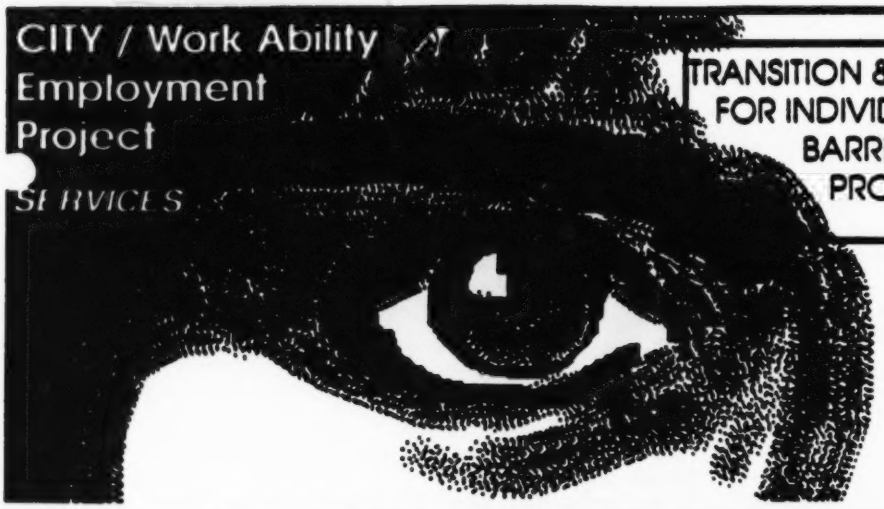
APPLIED ACADEMICS is a term that describes the basic academic skills training that a student needs to be able to function as an adult. The focus of the training in APPLIED ACADEMICS is on the use or application of skills taught. A student is taught a skill and uses it in natural settings (i.e.banking skills may have been determined in the IEP as skills to be taught. These skills will be taught and practiced in a bank). Reading, Writing and Math are all part of the areas of APPLIED ACADEMICS. The focus is to allow the student to begin to use his/her skills at whatever level the student functions. The use of the application of skills approach allows the teacher to judge the level of competency attained by a student. The student can use these learned skills when he/she leaves the school setting.

EMPLOYMENT SKILLS

EMPLOYMENT SKILLS are a necessary part of the ability to function as an adult. The opportunity is provided for students to expand their Job Search, Job Getting and Job Keeping skills through classroom and practical application. It is important that the academic experience give students a structured, employment oriented educational experience. Not just work experience but EMPLOYMENT. Again, the individual student's goals are developed and the instructional program is developed for each student. It is the program's goal to move educational intervention into places of employment and teach skills to the student while on-the-job. Providing instruction at the worksite allows applied skill training to take place.

TRANSITION PLANNING

TRANSITION PLANNING, a plan developed as a cooperative team of parents and instructional staff, is the process of developing long range goals. The staff and parent(s) develop a set of goals that will lead to the student's future outside the of school. The school staff uses these goals to help develop educational programming that will assist the student in attaining the goals. TRANSITIONAL PLANNING'S purpose is to provide the student with programming that will lead to a successful transition from the school program to the adult world of work, recreation, friendships and the rest of the fruits of adult life.



TRANSITION & EMPLOYMENT SERVICES FOR INDIVIDUALS WHO FACE BARRIERS TO THEIR ACTIVE PRODUCTIVE ADULT LIVES

APPLIED ACADEMIC TRAINING

INDEPENDENCE & SURVIVAL SKILL TRAINING

COMPREHENSIVE EMPLOYMENT SERVICES

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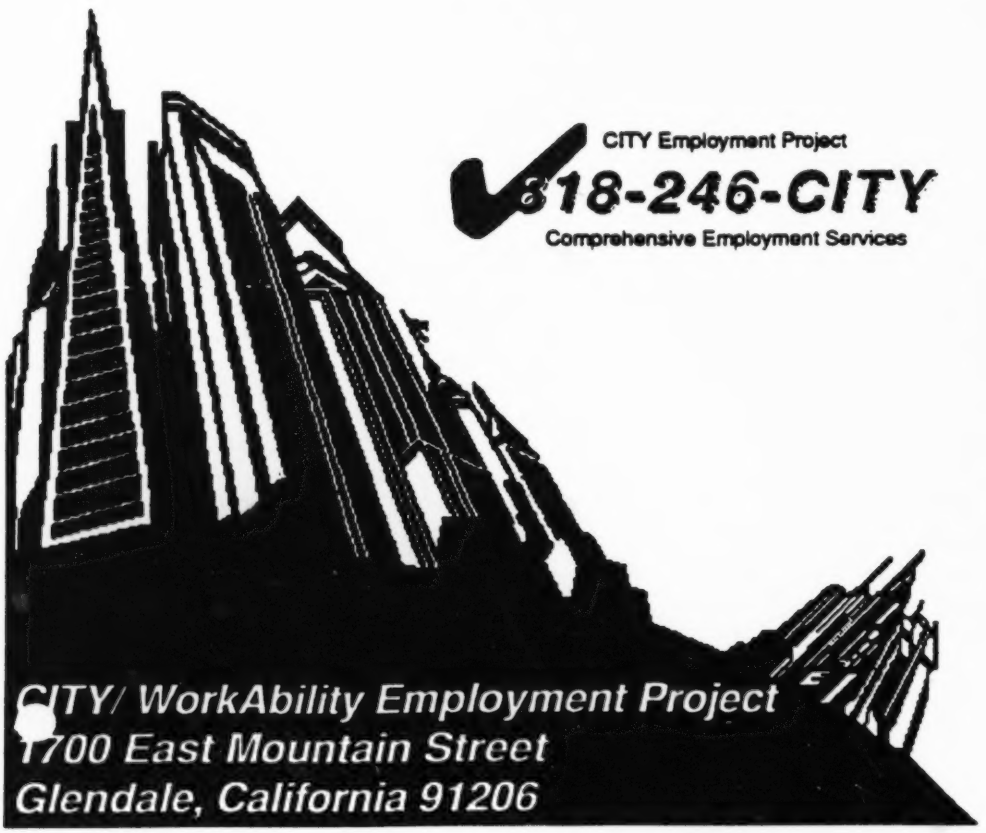
✓ON-THE-JOB TRAINING ✓ON-THE-JOB SUPPORT ✓FOLLOW-UP AS NEEDED



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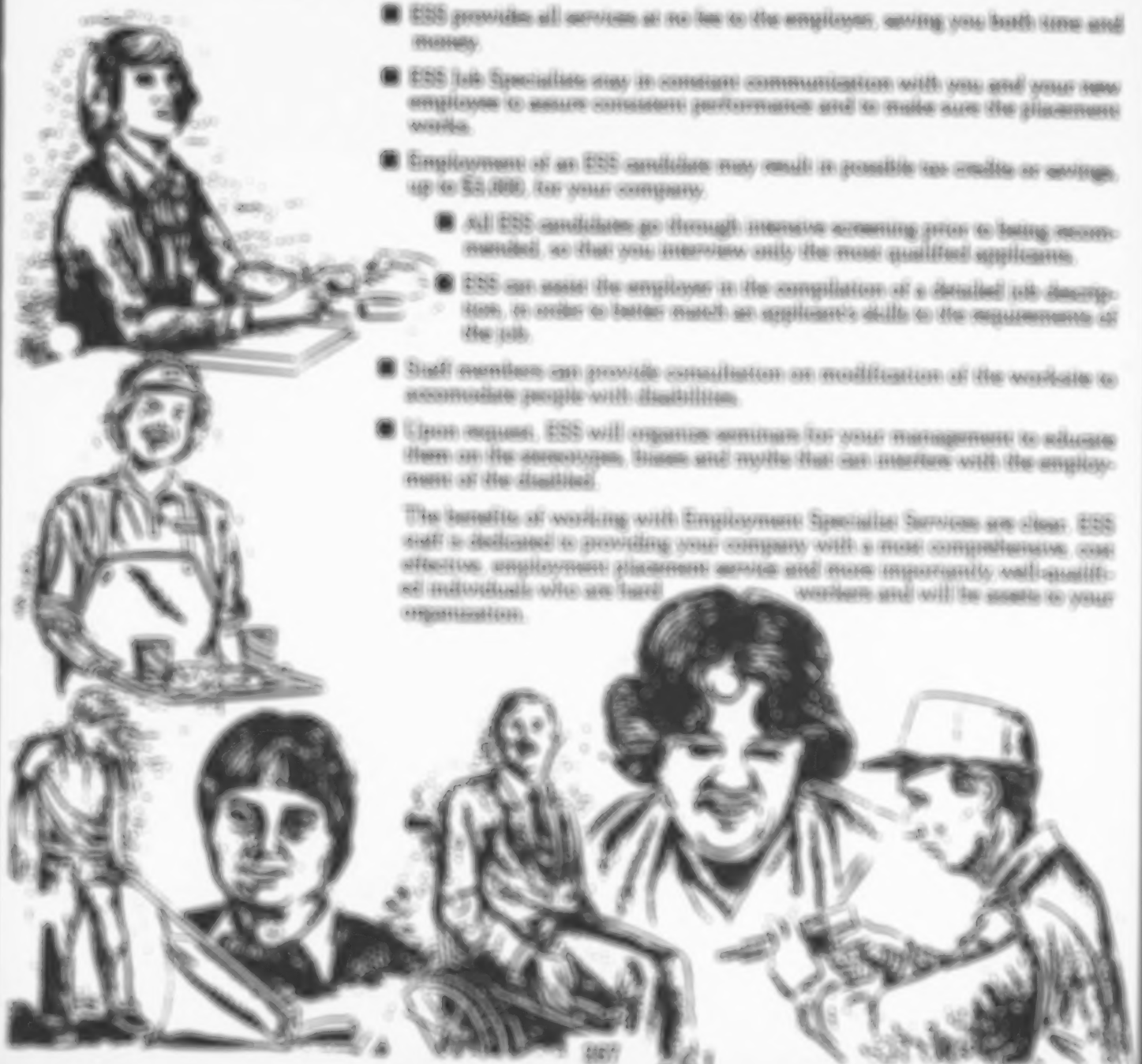
These qualified applicants are available for placement in your organization, just by calling Employment Specialist Services.

Employment Specialist Services (ESS) is a non-profit organization created to provide businesses with qualified, long term employee placements. ESS offers the employer numerous services and benefits, including:

- ESS provides all services at no fee to the employer, saving you both time and money.
- ESS Job Specialists stay in constant communication with you and your new employee to assure consistent performance and to make sure the placement works.
- Employment of an ESS candidate may result in possible tax credits or savings, up to $3,000, for your company.
- All ESS candidates go through intensive screening prior to being recommended, so that you interview only the most qualified applicants.
- ESS can assist the employer in the compilation of a detailed job description, in order to better match an applicant's skills to the requirements of the job.
- Staff members can provide consultation on modification of the worksite to accomodate people with disabilities.
- Upon request, ESS will organize seminars for your management to educate them on the stereotypes, biases and myths that can interfere with the employment of the disabled.

The benefits of working with Employment Specialist Services are clear. ESS staff is dedicated to providing your company with a most comprehensive, cost effective, employment placement service and more importantly well-qualified individuals who are hard workers and will be assets to your organization.



EMPLOYMENT SPECIALIST SERVICES

Free Services to Employers and Employees

Employment Specialist Services
209 E. Alameda Suite 102
Burbank, CA 91502
(818) 848-3999

For more information, contact:

Easter Seals Society (LA)
209 E. Alameda Suite 102
Burbank, CA 91502
(818) 848-3999

Easter Seals Living Skills Center
11680 South St. Suite 210
Cerritos, CA 90703
(213) 402-0330

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7601 Wilshire Blvd.
Los Angeles, CA 90035
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Easter Seals Living Skills Center
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With its origin in 1919, the Easter Seal Society pioneered in the identification of the unmet needs of people with disabilities. Employment Specialist Services, a component of the Easter Seal Society of Los Angeles County, is yet another example of programs which encourage individuals to achieve their personal goals.

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- *Orange County Special Needs Services Directory*, 220 pp.
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